

ASSOCIATION OF AMERICAN COLLEGES

# BULLETIN

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No. 1

The Official Records  
of the  
**Thirteenth Annual Meeting**  
of the  
Association of American Colleges  
Chicago, Illinois  
January 13-15, 1927

**Financing an Effective College**

Edited by

**ROBERT L. KELLY**

Secretary of the Association

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FOR 1927-28

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President Harry M. Crooks, Alma College.

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FORMER PRESIDENTS

1915 President Robert L. Kelly, Earlham College;  
*constitution adopted.*

1915-16 President Robert L. Kelly, Earlham College.

1916-17 President Henry Churchill King, Oberlin College.

1917-18 President John S. Nollen, Lake Forest College,  
*absent overseas.*

President Hill M. Bell,\* Drake University, *Vice-President, presiding.*

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1919-20 President William A. Shanklin,\* Wesleyan University.

1920-21 President Frederick C. Ferry, Hamilton College.

1921-22 President Clark W. Chamberlain, Denison University.

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1926-27 Dean John R. Effinger, University of Michigan.

\* Deceased.

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Comptroller George C. Wintringer, Princeton University.

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Director Charles R. Mann, American Council on Education, *Chairman*.  
Chancellor Samuel P. Capen, University of Buffalo.  
Miss Eleanore Boswell, American Association of University Women.

## COMMISSION ON ENLISTMENT AND TRAINING OF COLLEGE TEACHERS:

Dean Otis E. Randall, Brown University, *Chairman*.  
President James L. McConaughy, Wesleyan University.



Dean Marshall S. Brown, New York University.

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Dean Julian Park, University of Buffalo.

President Kenneth C. M. Sills, Bowdoin College.

Vice-Rector Edward A. Pace, The Catholic University of America.

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President Arthur E. Morgan, Antioch College.

President John D. Finlayson, University of Wichita.

President Meta Glass, Sweet Briar College.

Professor W. O. Allen, Lafayette College.

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Mr. Trevor Arnett, New York City, *Chairman*.

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President W. J. Hutchins, Berea College.

Mr. J. B. Northcott, Assistant to the President, Coe College.

Dr. A. W. Anthony, Trustee, Bates College.

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## REPORT OF THE EXECUTIVE COMMITTEE FOR THE YEAR 1926

To the Members of the Association:

The Executive Committee has met three times during the year: on March 12 at the City Club, New York; on November 17 at the offices of the Carnegie Foundation, New York; and on January 13, 1927, at the Congress Hotel, Chicago. Each of the New York meetings occupied an entire day.

The Committee has transacted the following business:

(1) Determined the date, place and program of this meeting. The general theme of the meeting is again announced as "The Effective College."

(2) Modified the tentative budget as required by the work of the Association.

(3) Conveyed to the Carnegie Corporation the appreciation of the Association of its appropriation of \$5,000 to be expended by the Association's Commission on College Architecture and College Instruction in the Fine Arts in the promotion of college architecture.

(4) Authorized the President and Secretary to make appointments, without expense to the Association, of representatives to attend various educational meetings, presidential inaugurations, Founder's Day exercises, etc.

(5) Upon the authorization of the Association, appointed a standing commission to investigate the problem of enlisting and training college teachers. This new commission, through its chairman, Dean Randall (Brown University), makes a report at this meeting.

(6) Filled vacancies in commission membership and through the office of the Secretary has cooperated with the commissions in their investigations during the year.

(7) Designated the Treasurer to have entire responsibility for receipts and expenditures for the annual banquet.

(8) Authorized the appointment of a Nominating Committee consisting of Presidents Gage, Coe College, Mac-

millan, Wells College, and Snavely, Birmingham-Southern College.

(9) Voted to retain the present nominal subscription fee for the BULLETIN of fifty cents per annum for all faculty and board members of Association colleges, and urges a still wider subscription list for our BULLETIN.

(10) Refers to the Association decision as to the publication of Miss Beam's report of her study of the teaching of the fine arts in seven representative institutions: H. Sophie Newcomb College, The University of Chicago, Mills College, The University of Washington, Oberlin College, Smith College, and Dartmouth College.

(11) Recommends the appointment of two new standing commissions—one on Permanent Funds and one on Surveys.

(12) Recommends that the Association require all standing commissions, as a condition of insuring the payment of their requisitions, to place in the hands of the Secretary not later than the first of May a description of their projects and an estimate of the amount required for carrying them out.

(13) Proposes the following tentative budget for 1927:

PROPOSED BUDGET, 1927

*Receipts:*

Balance December 31, 1926.....	\$ 1,348.06
Dues of Member Colleges (366)* .....	9,150.00
BULLETIN Sales .....	700.00
Total Receipts .....	\$11,198.06

*Expenditures:*

Annual Meeting 1927.....	\$ 500.00
Dues American Council on Education .....	100.00
Expenses Executive Committee.....	600.00
Printing the BULLETIN.....	1,500.00
Subscriptions to CHRISTIAN EDUCATION (366)* .....	275.00
Executive Secretary's Office.....	4,200.00
Commissions .....	1,000.00
Treasurer's Office .....	100.00
Dr. Kelly's Insurance .....	480.00
Incidentals .....	150.00
	8,905.00
Probable Balance—December 31, 1927.....	\$ 2,293.06

\* Estimated membership when budget was adopted by the Executive Committee. Actual membership, 1927, is 374.

(14) Considered the applications for membership of sixty-eight colleges and of this number recommends the admission of the institutions in the following list. In the judgment of the Executive Committee each meets the technical requirements for admission. They all pledge themselves to the promotion of liberal learning and seek membership in the Association with that end in view.

## INSTITUTIONS RECOMMENDED FOR ADMISSION

<i>Institution</i>	<i>Location</i>
Asbury College	Wilmore, Ky.
Baylor College for Women	Belton, Tex.
Brigham Young University	Provo, Utah
Bucknell University	Lewisburg, Pa.
Canisius College	Buffalo, N. Y.
Central College	Fayette, Mo.
Chicora College for Women	Columbia, S. C.
Coker College	Hartsville, S. C.
Colby College	Waterville, Me.
University of Dayton	Dayton, O.
D'Youville College	Buffalo, N. Y.
Emory and Henry College	Emory, Va.
Fordham University	New York, N. Y.
Furman University	Greenville, S. C.
Georgetown University	Washington, D. C.
Ginling College	Nanking, China
Heidelberg College	Tiffin, O.
Holy Cross College	Worcester, Mass.
John Carroll University	Cleveland, O.
Juniata College	Huntingdon, Pa.
Lincoln University	Lincoln University, Pa.
Loretto Heights College	Loretto, Colo.
Louisiana College	Pineville, La.
McPherson College	McPherson, Kansas
Manhattan College	New York, N. Y.
Marygrove College	Monroe, Mich.
Marywood College	Scranton, Pa.
Meredith College	Raleigh, N. C.
Mississippi College for Women	Hattiesburg, Miss.
Miss. State College for Women	Columbus, Miss.
University of Missouri	Columbia, Mo.
College of Mt. St. Vincent	New York, N. Y.
North Carolina College for Women	Greensboro, N. C.
Northland College	Ashland, Wis.
College of Notre Dame of Maryland	Baltimore, Md.
Oklahoma Agricultural and Mechanical College	Stillwater, Okla.



<i>Institution</i>	<i>Location</i>
Oklahoma Baptist University	Shawnee, Okla.
Randolph-Macon College	Ashland, Va.
St. Francis College	Loretto, Pa.
St. John's College	Toledo, O.
St. Joseph's College	Philadelphia, Pa.
St. Joseph's College	Portland, Me.
St. Mary's College	St. Mary's, Kans.
St. Mary's College	Prairie du Chien, Wis.
St. Mary's College	Oakland, Calif.
Seton Hill College	Greensburg, Pa.
Skidmore College	Saratoga Springs, N. Y.
Southern College	Lakeland, Fla.
Southern Methodist University	Dallas, Tex.
Southwestern Louisiana Institute	Lafayette, La.
Spring Hill College	Spring Hill, Ala.
United States Military Academy	West Point, N. Y.
Upsala College	East Orange, N. J.
Villanova College	Villanova, Pa.
Virginia Polytechnic Institute	Blacksburg, Va.
Wabash College	Crawfordsville, Ind.
Wake Forest College	Wake Forest, N. C.
Washington University	St. Louis, Mo.
West Virginia University	Morgantown, W. Va.
Wilberforce University	Wilberforce, O.
William Jewell College	Liberty, Mo.
Wofford College	Spartanburg, S. C.

In behalf of the office of the Association, which is conjointly conducted with that of the Council of Church Boards of Education, may I report—

(1) Increased activity in the circularization of the BULLETIN and other literature on the problems of college administration. The number of colleges which place the BULLETIN regularly in the hands of groups of faculty members, and of individual faculty members who subscribe for the BULLETIN at the nominal rate of fifty cents per annum, is constantly on the increase. Faculty meetings are held for the discussion of this literature. Undoubtedly the careful work done by the commissions and the addresses of our speakers might be perused helpfully by all the college faculties of the country.

(2) A constantly enlarging correspondence in reply to inquiries from the member colleges, and numerous visits, upon invitation, to colleges in all sections of the country for addresses or special investigations. Members of the Asso-

ciation are invited to utilize the resources of the office to the full. They should remember that the Association office is an extension of their own offices and is anxious to serve them.

(3) Extended conferences with college representatives visiting New York and with groups in New York and elsewhere; and

(4) Frequent contacts in behalf of member colleges with foundations and other educational agencies in various cities.

(5) Your Secretary is a member of the Committee on Financial and Fiduciary Matters of the Federal Council of the Churches of Christ in America, and in conjunction with that Committee and through the pages of *Christian Education* has been promoting vital contacts between colleges and other benevolent institutions, and trust companies, insurance companies and the legal profession.

The Uniform Trust for Public Uses, whose purpose is to enlarge the operations of community trusts to include non-local and benevolent enterprises other than those exclusively of a secular nature, has now been adopted by several trust companies and banks having fiduciary powers, and already several hundred thousand dollars have been placed in trust through this instrument, in behalf of such institutions and enterprises. Mr. Leroy A. Mershon, the Executive Secretary of the Trust Division of the American Bankers' Association, is a member of this Committee and is in active sympathy with this movement. He opens the way freely for the consideration of these matters by the trust companies of which there are now over 2,500 in the United States, as well as 2,200 banks having trust powers. All of these may be of service to colleges, and trust companies are recognizing this possible relationship. The Committee is now arranging for a conference to be held at Atlantic City on the 22nd of March for the consideration of these problems. Such a conference was held in March, 1925, under the chairmanship of President Donald J. Cowling, and he will be the chairman of the 1927 conference also. Among

the speakers will be Mr. Trevor Arnett and Mr. Edwin G. Merrill, President of the Bank of New York and Trust Company. College delegates to the conference, which will have a limited membership, are now being enrolled through the joint office of the Council-Association.

As a special manifestation of this movement, which is being referred to as the "Campaign of Perseverance," may be cited the Insurance "Bequest Week" of the Equitable Life Assurance Society. During the week, December 13-18, the ten thousand agents of the Equitable were asked to make contacts as opportunity offered with prospects, with a view to procuring insurance bequests in behalf of colleges and other benevolent institutions. The plan was utilized also by the agents of other insurance companies.

While it is too early for the announcement of tabulations of results of the Equitable's campaign in December, the Society has already announced that a similar campaign will be put on during the year 1927.

There are in the operations of the 250 Legal Reserve Life Insurance Companies about 90,000,000 policies in force, for more than \$80,000,000,000, with 16,000,000 or 17,000,000 policies written or revived annually. Numerous colleges, members of the Association among them—Lafayette, University of Pennsylvania, New York University, Princeton and Wells—are regularly getting some share of this business, owing chiefly to the activities of their alumni secretaries. Mr. Everett M. Ensign, Executive Secretary, National Association of Life Underwriters, is a member of the Federal Council's Committee on Financial and Fiduciary Matters. The Committee is prepared to furnish the legal advisers of testators and benevolently-minded people, with the legal name or corporate title of any educational, missionary or philanthropic organization.

For a number of years the Association has had three representatives in the American Council on Education. The developments of the year suggest the possible advantage of like official connection with other agencies. President

Aydelotte represented this Association this year at the annual meeting of the American Association of University Professors and that Association has appointed three representatives to this meeting—Professor W. T. Semple, of the University of Cincinnati; Professor H. G. Gale, of the University of Chicago, and Professor F. S. Deibler, of Northwestern University. In increasing measure these two associations will recognize common interests. There is demand now for further joint study of the problems of Academic Freedom and Academic Tenure. This problem is acute in some of the states because of persistent efforts to limit the privileges of teachers through legislation. We are honored at this meeting also with the presence of Miss Eleanore Boswell, the Executive Secretary of the American Association of University Women.

These associations and the regional standardizing agencies will wish to collaborate more and more. Tentative steps have been taken during the year for a joint study of phases of college costs by our commission on that subject and a commission of the North Central Association of Colleges and Secondary Schools. The Commission on Permanent Funds which the Executive Committee recommends has a remarkable opportunity for pioneering work in fiduciary matters and powerful financial agencies are not only willing but anxious to cooperate in these newer developments.

The proposed Commission on Surveys should keep the members of the Association advised of significant college surveys, developments in survey technique and the actual or suggested solution of pertinent problems of administration.

The development of liberal education in our higher institutions, to which this Association dedicated itself a dozen years ago, has now become a movement. A most interesting phase of this movement is found in the Departments of College Administration now in the process of becoming in some of our graduate universities. By the University of Chicago announcements are being made of a continuation

of the work during the 1927 summer quarter that was so successfully conducted last summer. Columbia now has each year in Teachers College a group of graduate students—men and women—all of whom have had college administrative experience, who are doing major work in the Department of College Administration. More elaborate preparations than ever before are being made by Columbia for the work of this department in the Summer School of 1927, an interesting development of which is the offer of scholarships to carefully selected college officials and faculty members who wish to spend some time in an intensive study of the present-day developments in theory and practice in this field. The stipend attached to these scholarships is graduated from \$150 to \$300 on the basis of the geographical location of the institution represented and is sufficient, as will be noted, to pay a substantial part of the necessary expenses of the summer course.

Another interesting phase of this movement is found in the multiplication of published surveys, theses and books in this field. An incomplete though formidable list of these was published under the auspices of the Commission on Faculty and Student Scholarship in the November issue of the Association BULLETIN.

*In fine*, there are indications that progress is being made toward the placing of college administration among the learned professions.

Respectfully submitted,

(Signed) ROBERT L. KELLY,

Secretary



### SPECIAL REPORT FOR THE COMMISSION ON COLLEGE ARCHITECTURE AND COLLEGE INSTRUCTION IN THE FINE ARTS

The activities of the Commission on College Architecture and College Instruction in the Fine Arts during the past year deserve especial mention.

(1) The report of Miss Beam on her investigations in the methods of teaching art in a selected group of colleges—H. Sophie Newcomb, The University of Chicago, Mills, The University of Washington, Oberlin, Smith and Dartmouth—was completed at considerable additional expense to the Association, and the Commission has requested its publication. Copies of the several chapters in the report were sent to the presidents and heads of the departments of art of the colleges immediately concerned, and all wrote letters of high appreciation with the exception of the officers of one college. In one other case the head of the department did not agree with the theory of teaching *the history of art* held by the author of the report, but commended the statements of fact set forth. The Association is asked to decide at this meeting whether or not the report is to be printed.

(2) The Commission has employed Mr. Charles Z. Klauder, the distinguished Philadelphia architect, to write a book on college architecture, and with the assistance of his colleague, Mr. Herbert C. Wise, this is being done. The chapters of the book, as now outlined, are: Foreword, Introduction, Controlling Factors, Development Plans, Professional Advisers, The Building Operation, Materials and Practical Considerations, Types of Buildings, Economics of University Building, Present Tendencies, Conclusion. In Chapter IV, *Development Plans*, and in Chapter VIII, which deals with types of buildings, plans will be given for typical chapels, libraries, dormitories, dining-halls, gymnasias, stadia, observatories, etc. The book is being written

from the point of view of the college rather than the university and is to be published in the name of the Association of American Colleges. The manuscript should be completed about July 1, 1927.

(3) The Commission calls attention to the exhibit of prize-winning plans for a small college campus, presented to the Association through the courtesy of the Foundation for Architecture and Landscape Architecture of Lake Forest, Illinois, which are displayed on the walls of this hall. It is hoped that these will prove interesting and suggestive to members of the Association.

(4) The Commission has approved a series of studies of college buildings and of the college plant as a whole, definitely from the educational standpoint. It believes such studies would be of especial value to college administrators who face the problems of construction. Several of these studies have been assigned to members of the Association but not much progress can be reported now owing to lack of adequate funds.

(5) The Commission has also approved the establishment of a clearing-house of information on college architecture, following up the excellent service rendered the last two years by Mr. C. C. Zantzinger. It is believed a service bureau could be established in New York, and possibly in Chicago, on a relatively small budget, the means for which are yet to be secured. The American Institute of Architects has sponsored the plan and offers all possible assistance.

#### *Resolution of the American Institute of Architects*

On motion, it was resolved that the Committee recommend to the Association of American Colleges that in their judgment the best means of creating the advisory service on building construction which they require would be for them to employ a young architect to select a collection of outstanding examples of various types of college buildings and with these to create a file of photostats from which positives might be made for distribution.

The American Conference on Hospital Service operates such a bureau, with exhibits of 895 hospitals. The material of the Bureau falls into three groups, as follows:

(a) The Educational Exhibit of Floor Plans of hospitals, sanatoriums, nurses' homes, medical schools and allied institutions, in connection with which there is maintained a list of hospital architects.

(b) The Package Library Service—now including nearly three thousand package libraries which are in constant circulation, going to all parts of the globe.

(c) The Bibliography Service.

The plan contains many suggestions for a similar service for the colleges. It is hoped the new Commission on College Architecture and College Instruction in Fine Arts will develop these projects.

Submitted for the Commission,

(Signed) ROBERT L. KELLY

Some people seem to think that in order to promote the fine arts you must turn your back on the common work of the world, as it goes on, for example, in a great city, and betake yourself to another sort of society where the mysteries of art can be studied without the toil and din and turmoil of industrial civilization. I suggest another method of looking at the matter. I would suggest that we take the toil of the world as it stands, the toil of industry, the toil of business, the toil of the professions; that we find out the wisest way of doing all that—that we accept it and close with it and make the best of it; lifting it all to the highest level of excellence it is capable of reaching—and I venture to say we shall have taken the most effective steps we could take towards a revival of the fine arts, not excepting the finest of them all. . . .—*L. P. Jacks.*

# REPORT OF THE TREASURER OF THE ASSOCIATION OF AMERICAN COLLEGES FOR THE YEAR 1926

January 1, 1927

To the Association of American Colleges:

Your Treasurer reports, first, the following receipts and disbursements from January 1, 1926, to December 31, 1926:

## RECEIPTS AND DISBURSEMENTS

### Receipts:

Dues from member colleges:

Balance on hand January 1, 1926 .....	\$3,608.73
1924—one at \$25 .....	\$ 25.00
1925—two at \$25 .....	50.00
1926—305 at \$25 .....	7,625.00
1927—seven at \$25 .....	175.00

7,875.00

BULLETIN sales and subscriptions .....

757.57

Banquet receipts 1926 .....

478.50

Fine Arts Commission refund .....

.95

Interest on deposit .....

42.30

Carnegie Corporation for expense publishing

book on college architecture .....

5,000.00

Refund Executive Secretary's Office .....

7.15

Refund Commission expenses .....

4.25

Refund sugscriptions *Christian Education* .....

250.00

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 \$18,024.45

### Disbursements:

Annual meeting, 1926 .....

\$1,258.68

Dues American Council on Education .....

100.00

Executive Committee expense .....

559.89

Publication of BULLETIN .....

1,432.84

Subscriptions to *Christian Education* .....

484.00

Office of the Executive Secretary .....

4,207.15

Expense of Commissions .....

1,090.60

Expense of Treasurer's office .....

101.03

Dr. Kelly's insurance premium .....

480.00

Emergency Omnibus account .....

184.37

Commission on Fine Arts .....

1,712.08

Annual Meeting 1927 .....

65.75

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 11,676.39

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 Balance on hand, December 31, 1926 .....

\$ 6,348.06

Of this amount on December 31, 1926, \$1,348.06 was on deposit at the First National Bank at Red Hook, N. Y., on a checking account and \$5,000 on deposit in the same bank on a special certificate of deposit bearing interest at three per cent. per annum.

Your Treasurer also submits a schedule showing to what extent these receipts and disbursements correspond with the authorization of the budget adopted at the 1926 annual meeting, first in its original form and second as amended by the Executive Committee, as follows:

## BUDGET ANALYSIS

	Original Budget	Amended Budget	Received
<b>Receipts:</b>			
Balance Jan. 1, 1926	\$ 2,298.41	\$ 3,608.73	\$ 3,608.73
Dues from Member Colleges	7,125.00	7,125.00	7,875.00
Sales of BULLETIN	700.00	700.00	757.57
Interest			42.30
Carnegie Corporation (Book on Architecture)		5,000.00	5,000.00
(net)	\$10,123.41	\$16,433.73	\$17,283.60
<b>Disbursements:</b>			<b>Paid Out</b>
Previous year's account	50.00		
Annual Meeting, 1926 (net)	450.00	750.00	780.18
Dues Amer. Council on Educ.	100.00	100.00	100.00
Executive Committee Expenses	400.00	625.00	559.89
Publication of BULLETIN	2,000.00	1,500.00	1,432.84
Subscriptions to <i>Christian Education</i> (net)	250.00	250.00	234.00
Office of Exec. Secretary (net)	4,200.00	4,200.00	4,200.00
Expenses of Commissions (net)	500.00	1,100.00	1,086.35
Treasurer's Office expenses	100.00	100.00	101.03
Dr. Kelly's insurance premium	480.00	480.00	480.00
Emergency Omnibus account	150.00	150.00	184.37
Commission on Fine Arts (net)	1,269.32	1,919.08	1,711.13
Annual Meeting, 1927			65.75
(net)	\$9,949.32	\$11,174.08	\$10,935.54

Of the total amount in hand on December 31, 1926, it will be noted that \$5,000 is in a special fund for a special



purpose and that the actual balance of the Association is \$1,348.06. The actual balance exclusive of special funds on December 31, 1925, was \$2,073.41, which shows a decrease in the funds of the Association during the year of \$725.35. Your Treasurer is informed that there will be fifty-five new members admitted at the annual meeting in 1927 which will give an increased income for the coming year, less certain expenditures for each member, amounting to about \$700 net. In other words the loss in operating expenses during the present year will almost exactly be removed by the increase in membership dues for next year.

The Treasurer is happy to report that there is no college which is in arrears for two years' dues and that only two colleges are in arrears for one year's dues, and they have paid their dues at this meeting.

Respectfully submitted,

(Signed) BERNARD I. BELL,  
Treasurer

## THE REPORT OF THE AUDITING COMMITTEE

*Mr. Chairman:*

Your Auditing Committee offers the following report:

We have carefully examined and made an audit of the accounts of the Treasurer, verifying the reported cash on hand, January 1, 1926, and checking all the receipts of the year. We also made an examination of all disbursements, paid in each case by check, and accompanied by a voucher approved by the Executive Secretary of the Association. The report was found correct in every instance.

The balance of cash on hand is \$6,348.06, as proved by a bank balance of \$1,348.06 and a certificate of deposit for \$5,000.

We beg to offer congratulations to the Association on its Treasurer.

Respectfully submitted,

Chicago, Ill., (Signed) META GLASS,  
January 15, 1927. H. A. CONSTANTINEAU.

## REPORT OF THE COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE

It will be remembered that the Commission on Academic Freedom and Academic Tenure presented to this Association at the annual meeting in 1925 a report concerning a conference which had been called by the American Council on Education and which was held in Washington, D. C., on January 2, 1925. At this conference were representatives from a number of associations interested in matters of Academic Freedom and Academic Tenure. This conference accepted as a basis for discussion certain resolutions that had been adopted previously by this Association. The representatives in the conference agreed to recommend these conventions with some modifications to their various associations for adoption. The Commission, therefore, presented these conventions again with the modifications to this Association and they were adopted by the Association. (See May, 1925, BULLETIN, pp. 179-182.)\*

Your present Commission has been in correspondence with the representatives of the various associations attending the Washington conference. As far as we can learn no other association has endorsed these conventions. (Since this report was prepared, the American Association of University Professors has adopted the resolutions.) The correspondence indicates that the constituent institutions in the various associations do not seem to be willing to accept all the provisions in these conventions. Indeed, it may be said that while this Association adopted the report coming from the Washington conference, it does not seem that any of the administrators of the institutions belonging to this Association have presented these resolutions to their own trustees for approval and direction in their own administrative problems. As far as can be learned there seems to

\* See p. 100.

be some hesitation on the part of colleges to fully accept all the provisions made in these conventions.

It is, therefore, recommended that if the American Council on Education sees fit to call another conference on these matters that this Association send representatives to such a conference.

Respectfully submitted,

(Signed) W. W. BOYD,

*Chairman*

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The suggestion that college teachers might well put aside considerable savings will be approved or rejected according to individual temperament, circumstances, and experience.

Lack of information, untrustworthy advice, the inability to follow investments closely, and various unforeseen contingencies have cost a considerable number of college teachers such savings as they have been able to make.

This was one of the reasons for the organization of the Teachers' Insurance and Annuity Association and its secure establishment from philanthropic funds. It is perhaps the chief reason why eminent men of affairs so generously give their time and wisdom to its guidance. No financial organization in the country, of whatever character, enjoys greater security or more competent direction. College teachers cannot do better than accept the statement of the examiners of the New York State Insurance Department that "no other organizations doing an insurance business can be compared with it," and follow their advice: "Those who are eligible to its benefits may well avail themselves of the opportunity to thus provide at a minimum cost for the protection of dependents and for a competence in old age."\*—*Report of the President of the Carnegie Foundation for the Advancement of Teaching, 1925.*

\* Individuals may participate in the benefits of the Association even though their institutions do not yet hold relationship thereto.

**MINUTES OF THE THIRTEENTH ANNUAL  
MEETING OF THE ASSOCIATION OF  
AMERICAN COLLEGES**

The Congress Hotel, Chicago, Ill.

January 13-15, 1927

**FIRST SESSION**

The thirteenth annual meeting of the Association of American Colleges opened with a dinner session at 7:00 P. M., Thursday, January 13, 1927, at the Congress Hotel, Chicago.

The program as previously announced was carried out. Dean John R. Effinger, University of Michigan, President of the Association, spoke on "A Secondary Function of the College." (See p. 28.) President Kerr D. Macmillan, Wells College, discussed "A Platform for the Effective College," and President Clarence C. Little, University of Michigan, "The Relations Between Faculty and Students."\*

**SECOND SESSION**

The Association was called to order by the President at 9:30 Friday morning.

The Report of the Executive Committee was presented by Secretary Robert L. Kelly. (See p. 7.) It was

**VOTED** That the Report of the Executive Committee, including all recommendations therein contained, be adopted.

A Special Report for the Commission on College Architecture and College Instruction in the Fine Arts was read by the Secretary. (See p. 15.)

President Donald J. Cowling, Carleton College, Chairman of the Commission, spoke to the Report, recommending

\* The addresses of Presidents Little and Macmillan will be published in the May issue of the BULLETIN.

an appropriation for publication of Miss Beam's manuscript therein described. It was

**VOTED** To appropriate \$450 for publication of the study of Instruction in Fine Arts in selected American colleges, made by Miss Lura Beam in 1925-26 under a subvention from the Carnegie Corporation.

The President announced the following committees:

*Committee on Resolutions:* Deans Christian Gauss, J. Herschel Coffin and Joseph Reisner.

*Committee on Audit:* Presidents Meta Glass and H. A. Constantineau.

The annual report of the Treasurer, presented by President Bernard I. Bell (see p. 18), was favorably received and referred to the Auditing Committee.

President William W. Boyd, Chairman of the Commission on Academic Freedom and Academic Tenure, reported briefly for this Commission. (See p. 21.) It was

**VOTED** To accept the report and approve the recommendations of the Commission on Academic Freedom and Academic Tenure.

President Donald J. Cowling read a paper—"An Analysis of the Financial Needs of a College of Liberal Arts for One Thousand Students," which was followed by general discussion from the floor. (See p. 34.)

Mr. Trevor Arnett, of New York City, followed with an address on "How the Needs Are to Be Met." (See p. 64.)

Extended general discussion preceded adjournment of the morning session.

#### THIRD SESSION

The Association was called to order at 2:15 P. M., President Effinger in the chair.

The topic for the afternoon was "The Promotion of Effective Teaching."

Dean Otis E. Randall, of Brown University, presented a detailed report for the Commission on Enlistment and Training of College Teachers.\*

\* See Proceedings of the Thirteenth Annual Meeting, Part I, A. A. C. BULLETIN, April, 1927.



On motion of President J. H. Morgan, of Dickinson College, it was

VOTED To express the thanks of the Association to the Commission on Enlistment and Training of College Teachers, and to request continuance of its work along similar lines and further report in the future.

President Silas Evans, of Ripon College, spoke on the importance of "The Contribution of the Library to Effective Teaching."\*

"Sectioning on the Basis of Ability"\* was discussed by Colonel Lucius H. Holt, Acting-Dean of the United States Military Academy, West Point, who spoke from the vantage point of one hundred years' experience.

General discussion of the three addresses was led by President R. M. Hughes, of Miami University.\*

Dr. Charles R. Mann, Director of the American Council on Education, made brief report of the work of the Council, of which the Association of American Colleges is a constituent member. (See p. 78.)

#### FOURTH SESSION

The Association began its fourth session at 8:00 P. M., with President Effinger presiding.

The subject, "Personnel Technique in the Effective College," was presented by Dr. Adam Leroy Jones, Chairman of the Commission on College Personnel Technique, whose report on "The Handling of Freshmen" included findings based on a questionnaire returned by 281 colleges;† and by President L. B. Hopkins, of Wabash, and Dean Raymond Walters, of Swarthmore, who discussed "Student Relations in a College of Five Hundred Students."†

The Report of the Commission on College Athletics was presented by Dean John S. Nollen, of Grinnell College, whose topic was "The Latest Developments in Intercollegiate Athletics."†

\* See Proceedings of the Thirteenth Annual Meeting, A. A. C. BULLETIN, April, 1927.

† See Proceedings of the Thirteenth Annual Meeting, A. A. C. BULLETIN, May, 1927.

## FIFTH SESSION

The Association convened at 9:30 Saturday morning, with President Effinger in the chair.

President Meta Glass, Sweet Briar College, read the Report of the Auditing Committee. (See p. 20.) It was

VOTED That the Report of the Auditing Committee be approved.

In the absence of its Chairman, Secretary Kelly made a statement on behalf of the Resolutions Committee to whom communications from the Pan-American Union had been referred. By motion from the floor, regularly seconded, it was

VOTED That the Association welcomes the increasing evidences of a growing spirit of international cooperation in matters of education and scholarship and recommends to the consideration of its members the efforts now being made to establish closer relationships with the Latin-American Republics through the founding of fellowships and the interchange of professors.

President R. M. Hughes, Miami University, spoke to the proposition that cooperation for better teaching was imperative and on motion, duly seconded, the following resolution was adopted:

WHEREAS, It is the common opinion of the assembled representatives of the Association of American Colleges that the effectiveness and usefulness of the American colleges depends almost wholly on the teachers in these colleges;

AND WHEREAS, It is our opinion that the graduate schools of America could greatly increase the value of young teachers to the colleges by suitable instruction in the graduate schools on the principles of good teaching;

*Therefore, Be It Resolved*, That the Association instruct its Commission on the Enlistment and Training of College Teachers to arrange, if possible through the American Council on Education, for cooperation with a suitable committee representing the Association of American Universities for a joint study of the problem of how college teachers can be better prepared for their profession.

The Nominating Committee through its Chairman, President Harry M. Gage, of Coe College, reported recommendations for the officers and members of standing committees. The Report was accepted and the Secretary instructed to cast the unanimous ballot of the Association accordingly, which being done, the following officers and committeemen were declared elected:

*President:* President Lucia R. Briggs, Milwaukee-Downer College.

*Vice-President:* President Arlo A. Brown, University of Chattanooga.

*Secretary:* Dr. Robert L. Kelly, New York City.

*Treasurer:* President B. I. Bell, St. Stephen's College.

*Additional Members of the Executive Committee:* Dean Herbert E. Hawkes, Columbia University; President Harry M. Crooks, Alma College.

(For list of members of Committees and Commissions see p. 3.)

Four addresses "In Behalf of Scholarship" were made. President E. S. Parsons, Marietta College, Chairman of the Commission on Faculty and Student Scholarship, presented the results of an inquiry into the amount of administrative work and research done by college teachers and its effect on teaching, from the point of view of both presidents and professors. His topic was "Should Teachers Teach?"\*

Dr. Edward A. Pace, Vice-Rector of the Catholic University of America, discussed the question, "Does Research Interfere with Teaching?"\*

President Max Mason, of the University of Chicago, following along the same line, discussed "The College Within the University."\*

By special invitation, Professor M. W. Jernegan, of the Department of History of the University of Chicago, presented a summary of a recent investigation by the American Historical Association on the productive labors of six hundred Doctors of Philosophy in History.\*

The Association adjourned at 1:50 P. M.

\* See Proceedings of the Thirteenth Annual Meeting, A. A. C. BULLETIN, April, 1927.

## A SECONDARY FUNCTION OF THE COLLEGE

### THE PRESIDENTIAL ADDRESS

DEAN JOHN R. EFFINGER

University of Michigan

I am not sure, ladies and gentlemen, whether or not you thoroughly understand that the Executive Committee of this Association in its great wisdom has decided that the President must make an address at the annual dinner. I think that there can be no discussion over my proposition that a president's address should be made by a president. And so, eager not to offend in any way against the academic etiquette of the occasion, I argued strenuously with these gentlemen, protesting that I should not be expected under the circumstances to do more than act as chairman of this meeting. But my arguments fell upon ears which refused to hear, and the consequence is that I am to try to speak to you this evening for a little while. I should like to have it clear that what I have to say will be said with the brevity which should become a dean speaking before presidents. (Laughter.)

Coming out of our somewhat placid pre-war days, we still find ourselves after a decade of self-criticism in a state of uncertainty as to where the true road lies. Education, we are told, should be socialized and school children everywhere are being trained for leadership. Educational experts are weighing and analyzing the mind of the child and successfully advancing the doctrine that the school boy should do the thing and study the thing that he likes to do best. Little girls rush in breathlessly at lunch time to ask their startled parents what their life work is going to be, as the principal has to know by one o'clock that afternoon. Teachers are busy giving intelligence tests and sorting the sheep from the goats. Interscholastic debating leagues send youthful speakers about the country to discuss the League

of Nations or the government ownership of railroads. Boys' conferences assemble to deliberate upon the present status of Christianity. Psychology and economics are beginning to crowd out more venerable subjects in the high school curriculum. Editorial duties in connection with the publication of the school annual are accepted in lieu of properly prepared lessons, and so on *ad infinitum*. When these leaders and debaters and editors troop to our colleges and begin their tasks, they find them distasteful and uninteresting, and, strange to say, difficult, and so we are asked, "What is the college going to do about it?"

This statement, while somewhat exaggerated, gives a fairly reliable impressionistic picture of many of the things we see when we look in the direction from which many of our students come. When we look at our colleges, everything is likewise in a state of confusion or a state of decrepitude, if we are to believe our critics. Our entrance requirements are wrong, our marking systems are inaccurate, our courses are wrong, our examinations are wrong, and our teachers are incompetent, and as for the alumni, as a speaker said to a large gathering of students within the month, they are the prize exhibit. When he said the prize exhibit he did not mean the prize exhibit at all. I sometimes wonder whether or not the people who deal in general statements of that kind and follow them up with arguments aren't perhaps trying to prove a little too much. No wonder that Grant Showerman remarks that when the curriculum was being liberalized a generation ago, the literature of college discussion was relieved by hope, while today it is wholly the literature of disappointment.

Admitting the failure of the college as an institution to keep in perfect step with the present swift changes in our national life, it is perhaps some consolation to reflect that the college is not the only institution so at fault and that in politics and in religion there are quite audible sounds of discontent and signs of disaffection. Our whole state of society is in more or less of a condition of upheaval, and



economic causes which could not be anticipated are prime factors in the situation. As the general problems are solved, the college problem should be in great measure solved, and in the solution of these problems the college itself must play a large part. To blame the college, independently, for showing the plain effects of what has happened to our whole social and political structure is unjust.

To attack the college separately as a detached objective and expect by changing methods and requirements and courses to solve it satisfactorily, is, in my humble opinion, expecting too much. We may in this way relieve some of the difficulties, and we should try by all means at our command to do so, but slow progress need not discontent us. Indeed, in this period when it will take more courage perhaps to be conservative than to be radical, the greatest wisdom will be needed to keep us on the straight and narrow path. The panaceas of the new psychology of education are being widely heralded before they have been subjected to adequate scientific tests, but their acceptance is urged with insistence, in the name of science. Sometimes in our moments of doubt and uncertainty we catch a comforting vision of the Bellman in the "Hunting of the Snark" proclaiming confidently:

"Just the place for a Snark! I have said it thrice:  
What I tell you three times is true,"

and our sense of humor makes life possible again.

That is not to say, by any means, that the discussion of present-day theories regarding needed educational reforms should not be taken seriously. On the contrary, each of us owes it to himself as well as to his institution to acquaint himself with the voluminous literature which this problem has called forth and adapt it to his needs. Not all institutions need the same thing and not all institutions can adopt immediately and with profit the things they need. As it has been clearly shown that honors courses need special conditions for success, so, for example, the orientation courses, which we are trying and considering, should not

be attempted without the rare man or men competent to conduct them. We should be absolutely sincere in these matters and shun the gesture of reform and progressiveness, if we cannot make it effective.

Too much standardization is a menace. As President Aydelotte said in his address last year, the American colleges of the future will probably be more highly differentiated and less standardized than they are to-day. In our eagerness to advance, let us do the right thing in the right place and withstand the temptation to do a thing because somebody else is doing it, without regard to the possibilities of the situation. Our colleges have more than once sinned in this direction in the past, and the numerous schools of journalism and advertising and commerce and secretarial science are proof of it.

It is one of the anomalies of the present situation that the vigorous criticism of the college of liberal arts comes at a time when, so far as physical equipment is concerned, it was never better prepared to do its work. We have evidently been unable to keep pace with our equipment. With Mark Hopkins at one end of a log and a student at the other, the conditions for a liberal education at one time were considered satisfied. With the log transformed into unions and dormitories and gymnasiums and field houses and stadiums and laboratories and libraries, it may be that some rare expectant student sometimes wonders, "Where the devil is Mark?" That does not mean that Mark is not present, but that the glittering physical things in this new world so captivate the eye and the attention that too many students put the wrong emphasis upon them. Everywhere fine teachers are at work with fine students, giving of their sympathy and skill and knowledge in unstinted measure and probably doing better teaching than has ever been done before. But not all of our present-day students are prepared to profit by it, unfortunately. Many of them come out of comparative illiteracy, and most of them, like the rest of the world, are so profoundly influenced by their

material environment that old values appear to have lost some of their significance. It would seem that a large part of our present-day problem is to develop the technique which will enable us to restore old values to their true proportions and overcome the world of matter which we have helped to create. Perhaps the teacher must learn new ways, although that does not seem to be the only solution. Rather will it be found, I think, in exercising new pressure on the student, who now comes to us too often with little experience in real hard mental exercise.

Dr. Samuel Crothers once took as the title for one of his essays, "The Secondary Function of Literature," because he felt sure that violent discussion would arise if he presumed to speak on the *primary* function of literature, and so for the same reason I should like to suggest that while our age is adjusting itself and its people and its institutions to the new conditions and while we await the formula which will set the college right with the world, that the college in the interval assume as a purely secondary function the task of making students work, even to the extent of using uncouth and drastic methods. Experience has shown the most of us that more students fail because they do not work than for any other single reason. Investigation has also shown that the average student who satisfies minimum requirements has time to waste. Better mental training, harder study, less superficiality, are what young America needs. With the present craze for college, it would seem that the Lord has delivered this generation into our hands at the right time if we can teach it to work, and it would also seem that in the performance of this purely secondary function we might make an humble contribution toward the solution of America's problem. To do so we must make it clear at the outset that hard work is what we expect and then live up to our prospectus.

College standards have certainly been lowered in many places to meet present conditions, and the existing practice of using the class average as a passing grade is but one sign

of this fact. If each one of us could return to our respective institutions with the firm determination to increase the average amount of work expected of our college students by at least ten per cent., whatever the present standards may be, I believe that a certain number of our students would thank us immediately and that a still larger number, in a short time, would acknowledge the wisdom of what had been done. I do not mean, add ten per cent. to what they are doing, but expect them to work ten per cent. harder in the things they are now studying.

Students are wise if sometimes unwilling to be educated. They know, for the most part, that they could and should be made to work harder. For those who cannot or will not meet the increased requirement, the college should have no place. We can never, I believe, arrive at such accurate methods of admission that all those who enter will succeed. We have all known for some time that while you can educate some of the students all of the time and all of the students some of the time, it has never been possible to educate all of the students all of the time.

While others may seek and find the *primary* function of the college in its present state of unrest, may I leave with you, then, this modest *secondary* function, this idea that harder work may serve, until more refined and complicated methods have been evolved, as an old way to pay new debts. (Applause.)

## **AN ANALYSIS OF THE FINANCIAL NEEDS OF A COLLEGE OF LIBERAL ARTS FOR ONE THOUSAND STUDENTS**

**PRESIDENT DONALD J. COWLING, Carleton College**

A good education is bound to cost somebody considerable money. There is such a thing as a cheap education, but there is no such thing as a good education to be had cheap. Somebody must pay the full cost. The only question is, Who shall it be? Earlier generations have answered this question by saying, "Let the teachers pay," and low salaries represent the method they arranged to bring this about. This policy, still in force in most colleges, threatens to run the whole profession of college teaching into the ground. As a matter of fact, strong teachers are no longer to be had for small salaries. There are, of course, rare exceptions, but in the long run, low salaries mean poor teachers.

A second answer to the question, who shall pay, is that the student should be asked to carry a larger share of the cost of his education. This is proving a practical solution of some of the problems of the stronger Eastern institutions, where a very considerable portion of the current income is received from students. However, attention should be called to the difference between the situation an Eastern college faces in this respect and that confronting colleges in the West, which are doing their work under the shadow of great state universities. In most state universities, the income from students is a very small part of the current income, and the theory of free tuition has created a situation in the West in which it is exceedingly difficult for non-state colleges to charge as high rates of tuition as are paid in Eastern colleges. If Western colleges should charge as high fees as are common among Eastern institutions, it



would mean a steady trend in the direction of excluding students of moderate means and of making these colleges class schools for the well-to-do.

It is probably true that most of the stronger Western colleges could go further than they have gone in requiring the student to carry a reasonable part of the cost of his education, but it is also true that this possibility does not furnish a complete solution of the problem.

The third answer to our question as to who shall pay is that the public should bear a large part of the cost of higher education, either through taxes or gifts. The theory of public support for state institutions is well established and it is assured that these institutions will steadily grow in influence and power. The multiplying of opportunities for higher education through state institutions is cause for increasing pride all over the country and is a movement which deserves the support of all good citizens. On the other hand, the very fact of the enormous success of state institutions adequately supported through public funds makes it all the more necessary for the separately organized colleges to secure adequate resources from private benevolence to enable them to meet the scholastic standards set by state institutions and to offer in addition many advantages not to be had in state schools.

There are certain objective features of a good college which are not difficult to recognize, and which are sure marks as to whether or not a college is offering its students first-rate opportunities. For example, a good college should have on the average at least one teacher for every twelve students. The enrolment in classes should not exceed thirty. At least forty per cent of the teaching staff should be full professors. The amount spent for salaries for teaching and educational administration should be at least two-thirds of the entire current budget. These and similar provisions create a situation that requires an expenditure of more than \$500 per year for each student for current educational expenses. In addition to this, it is necessary

for a college to provide an adequate income for current additions to equipment, such as books for the library, laboratory apparatus, new buildings, etc. A third item of expense is the matter of scholarships and loans for students who are not able to pay the regular fees. Probably a sum equal to one-fifth of the total tuition receipts could be spent wisely to enable students of unusual promise but without financial resources to continue their college work.

The following study attempts to indicate the main items of expense in providing reasonably satisfactory opportunities for 1,000 students.

#### OUTLINE

- A. Statement of Assumptions on which the Analysis of Needs is Based.
- B. Faculty Requirements for 1,000 Students.
- C. Buildings and Equipment needed for 1,000 Students.
- D. Summary of Proposed Current Educational Budget for 1,000 Students.
- E. Summary of Endowment, Plant, and Current Fund needed for 1,000 Students.
- F. Annual Cost per Student.

#### A. STATEMENT OF ASSUMPTIONS ON WHICH THE FOLLOWING ANALYSIS OF NEEDS IS BASED\*

##### I. *A Completely Equipped College*

First assumption: That it is proposed to maintain a four-year College of Liberal Arts that shall represent (without extravagance) all the essential features of a college of the first rank.

##### II. *A Liberal Arts Curriculum*

Second assumption: That it is proposed to maintain a Liberal Arts College without affiliated graduate, professional or technical schools.

\* This statement attempts to summarize only those features of a Liberal Arts College which directly involve expense. Many other features which may be vitally related to the aim and purpose of such a college are not here referred to because they do not, as such, directly affect the financial budget.

### III. *A Coeducational College, Limited to One Thousand Students*

Third assumption: That the student body will include about 550 men and about 450 women. The total enrollment will be limited to 1,000 students. More students would require additional funds.

### IV. *A Four-Year College*

Fourth assumption: That a college of the type in question seeks chiefly to meet the needs of those who desire a full four-year course in liberal arts as a preparation for later professional study and life work. It is assumed that the needs of irregular students, or those desiring only a partial course, will be provided for by some other type of institution.

Ordinarily, only those intending to complete their course at the college in question will be admitted as freshmen. It would probably not be wise to administer this rule rigidly. It is to be expected that some students who start out with this intention will be unable to meet the requirements of the course or, for other reasons, will find it unwise to continue. However, with proper care exercised in the selection of freshmen, it would seem entirely reasonable to expect that such a college should graduate about two-thirds of those who enter, and would have an actual attendance approximately as follows:

320	Freshmen
250	Sophomores
215	Juniors
215	Seniors

It is assumed that the greatest loss will be between the freshman and sophomore years. Those who are not able to do satisfactory work will not be encouraged to continue beyond the freshman year. At present the most serious losses are between the sophomore and junior years, due primarily to the fact that many able students desire to go

on with their professional training on the basis of the usual minimum requirement of two years of college work. Every effort will be made to encourage such gifted students to complete the four-year course. The loss between the junior and senior years is assumed to be negligible and will be made up by the limited number of students who will be permitted to enter as seniors from other institutions. The privilege of entering as seniors will be extended to only a few exceptionally well qualified students.

Perhaps the most discouraging circumstance confronting those interested in liberal education, particularly in the Middle West, is the fact that so small a percentage of those who begin such a course actually secure their A.B. degree. Comparatively few colleges in the Middle West graduate as many as 50 per cent. of those who enter. Colleges supported by private gifts must demonstrate their ability to secure at least some results which cannot be so surely gained in institutions supported by taxes. It is assumed that the chief opportunity for a college of the type in question to make its distinctive contribution lies in the field of what may be broadly termed the student's personal philosophy of life. The junior and senior years are essential for significant results in this field.

#### V. *A Democratic College*

Fifth assumption: That the college in question will be a democratic college, and that it will include in its student body young men and women of various social and financial levels. It is assumed that it will be necessary to provide funds for scholarships and student loans amounting to 20 per cent. of the total tuition receipts. Some students will need more help than others. Perhaps as many as 40 per cent. of the students should receive some assistance. However, a sum amounting to the full tuition of 20 per cent. of the student body would seem reasonably satisfactory, and it is assumed that one-half of this help will be in the form of loans.

A tuition charge of \$250 a year is proposed, yielding an income of \$250,000 from 1000 students. Of this amount \$25,000 will come from endowed scholarship funds and \$25,000 from funds given to students as loans. For these purposes there have been included in the summary of needs \$500,000 for endowed scholarship funds and \$125,000 for student loan funds. (See page 56.)

#### VI. *Academic Standards*

Sixth assumption: That it is desirable to maintain the following standards:

1. Students will not be admitted who are not able to meet the regular requirements for entrance.

2. Students will not be permitted, except in special cases, to carry more than 16 hours of class work, it being deemed more profitable to a student to do work of superior quality than to take more subjects with mediocre success.

3. Teachers will be expected to teach an average of about 12 hours per week, ranging from 9 hours to a maximum of 15 or 16 hours. Laboratory work is counted on the same basis as regular class room instruction.

4. Teachers in the ratio of one to about 12 students will be required to provide classes of limited size and to insure to each student the benefit of individual instruction and opportunity to come into close personal contact with the teacher.

The number of students in each class recitation should ordinarily be limited to 30, with an average of from 15 to 20 (laboratory sections not to exceed 15). In exceptional cases where larger numbers are admitted, the group should be broken up into smaller sections for special quizzes. Classes of less than 8 or 10, except in advanced work, ordinarily lack proper stimulus and therefore are not encouraged.

5. Four grades of faculty ranking will be recognized: professor, associate professor, assistant professor and in-



structor. About 40 per cent. of the total number of actual teachers are full professors, and the remainder distributed about evenly among the other three ranks. It is assumed that no one will be employed in the work of teaching whose rank or salary is below that of an instructor, fully recognized as a member of the faculty.

The expense of "assistants" with special training to help in the work of a department is included in the salary budget.

6. Teachers will be asked to carry only a minimum amount of administrative work. The purpose of this provision is to enable each teacher to devote himself without handicap to the work of his department.

This policy assumes that it is desirable for a college to make adequate provision for administration expenses separate from direct expense for teaching. In cases where administrative officers (Dean, Registrar, etc.) also offer instruction, a corresponding portion of their salaries should be charged to salaries for teaching, and when regular administrative duties are assigned to teachers, a corresponding portion of their salaries should be charged to administration salaries.

7. Teachers will be encouraged to maintain genuine interest in productive scholarship in order that their teaching may be kept fresh and vigorous. The expense of a limited amount of such work, which can be carried on in connection with the regular work of a department, may properly be charged to "Departmental Expenses." In cases where important pieces of separate research work or related enterprises are carried on (for example, in the case of Carleton, the publishing of *Popular Astronomy*) the expense of such undertakings should not be included in the current educational budget but should be provided for separately. If teachers are relieved of part of their regular teaching work in order to engage in such separate undertakings, only that fraction of their salary which represents their actual

teaching service should be included in the current educational budget.

8. Physical education and athletics for men and for women will be organized as regular departments of instruction. All instructors and coaches are regarded as regular members of the faculty on full-time appointment with the same rank and salary as their training and experience would merit in other departments. No seasonal coaches will be employed. (See page 59 for statement regarding expenses of intercollegiate athletics.)

#### VII. *Sabbatic Furloughs, Pensions, etc.*

Seventh assumption: That the efficiency of the faculty will be increased by providing for its members the following privileges:

1. A system of sabbatical furloughs for full professors equivalent to one year in seven on half pay. A sabbatical furlough should not be regarded as a vacation but as an opportunity to prepare for more effective teaching in the years to follow. Such preparation might well include the undertaking of some important piece of research in a well equipped university offering opportunities for work of this kind not available in a college.

The expense should be provided for by setting aside each year, in a special fund for furloughs, one-twelfth of the total salaries of full professors on active service. This method of financing furloughs distributes the cost equitably each year; it places the financial burden of the furlough where it belongs, namely, in the current expense of the years in which the service is rendered on the basis of which a furlough is granted; and it eliminates from the annual "cost per student" a variable factor which tends to make the annual cost per student fluctuate in an undesirable way, as happens when the half salary of absent professors is charged to the current expense of the year they are on furlough.

It is not to be understood that the arrangement of one year in seven on half pay will be strictly administered. It may frequently be desirable for a professor, after six years of service, to take a furlough of one semester on full pay, or he may prefer some other arrangement which would come within the financial possibilities created by the above plan of financing furloughs.

2. A moderate allowance for attending annual professional meetings.

In the following outline of needs an annual allowance of \$50 is made for each teacher, except instructors. It is not to be assumed that each teacher will actually receive \$50 each year, but merely that such an arrangement will provide a fund from which may be paid the expenses of teachers as their needs may appear.

3. Provision for Pensions.

A satisfactory pension and related benefits can be provided by setting aside each year 10 per cent. of a teacher's salary. An inducement to the teacher to make this saving is arranged by adding 5 per cent. to a teacher's regular salary (including teachers on furlough) on condition that he set aside an additional 5 per cent. for the same purpose. When accepted by the teacher, this additional 5 per cent. becomes an integral part of his remuneration for a given year and should, therefore, be added to the regular salary budget. The college should, in no case, attempt to retain any jurisdiction over the accumulations resulting from this annual 5 per cent. payment. It belongs to the teacher on the basis of service rendered. It is only another form of salary and should become the teacher's property without any restrictions whatsoever. The arrangement, of course, should provide that the sums thus set aside may not be drawn upon for any other purpose during the lifetime of the teacher.

In case an institution has failed to make provision for a retiring teacher and finds itself obliged to pay him a pension out of current funds, this expense should not be included in the current educational budget.

### VIII. *Repairs and Depreciation*

Eighth assumption: That it is desirable to provide comfortable physical surroundings for students and teachers. The heating, lighting, plumbing and ventilating of all buildings should be properly arranged, and the buildings and grounds should be made attractive as well as useful. The physical plant should be maintained in first class condition and all needed repairs and replacements should be looked after promptly and charged to current expense.

A clear distinction should be made in this connection between charges for maintenance and charges for depreciation, representing estimated deterioration in physical properties not covered by current repairs. It is obvious that all expenditures for repairs and the replacement of short-lived or easily broken equipment, are part of the current expense for maintenance. It should be equally clear that the actual cost of operation includes whatever deterioration has taken place in the physical properties during the accounting period. This deterioration should be represented by an expense charge in the maintenance budget.

This depreciation charge should be adjusted to correspond to the actual conditions, averaging perhaps 2 per cent. on well-constructed buildings, 5 per cent. on permanent equipment, and perhaps as high as 20 or 25 per cent. or even higher on equipment which can be used for only a few years. These charges should represent such wear and tear on buildings and equipment as cannot be restored at once by replacements or current repairs. The percentage of depreciation to be charged on any building or piece of equipment would depend upon the estimated life of the property in question and upon its salvage value at the end of its period of usefulness. The salvage value would probably be very small and might well be disregarded entirely. The factor of obsolescence may also be disregarded in the case of college buildings for the reason that, other things being equal, college sentiment for a building increases with age, thus maintaining its service value.

Various methods of accounting for depreciation are used. The weight of good accounting authority seems to favor the "straight line method" rather than the "declining value method" or any other. The straight line method bases the annual charge for depreciation on the original cost of the property, thus providing a constant sum each year for depreciation and making possible direct comparisons of total costs between various years.

These current charges for depreciation should be set aside in special reserve funds for the separate buildings and their equipment, and for whatever additional property units are recognized, such as furniture, etc. The book value of any building or other property unit (cost less depreciation reserve), plus the actual amount in the corresponding reserve fund, should always be equal to the original cost of the building. In this way a fund will gradually be built up for each property unit which, at the end of the period of its usefulness, will equal the original cost of the property. Buildings and other property, as well as endowment funds, may thus become permanent memorials.

The income from investments representing any depreciation reserve fund may be used for current expenses, thus giving the college in any given year the full benefit of the use of the total original gift. These special reserve funds, while they remain intact, thus function as endowment funds.

A depreciation reserve fund may also be drawn upon for major repairs and replacements. When so used, the cost of the improvements should be taken from the reserve fund and added to the book value (cost less depreciation reserve) of the property in question.

By the above method of charging minor repairs and replacements to current expense, and of setting aside from current income a suitable amount for depreciation to be held in special reserve funds, it should be possible to maintain an educational plant in excellent condition without any expense other than what is provided for by the regular current income for maintenance.



Based on the above considerations, there is included in the following expense budget a depreciation charge of 2 per cent. on buildings and 5 per cent. on equipment.

### B. FACULTY REQUIREMENTS FOR 1000 STUDENTS

The following table is based on a careful study of about twenty-five of the leading American colleges, and represents reasonable provision for the needs of 1000 students in Liberal Arts.

#### I. *Division of Language and Literature*

Departments of	Number of Teachers
1. English (Literature, Rhetoric and Public Speaking)	
Professors .....	3
Associate Professors .....	3
Assistant Professors .....	3
Instructors .....	3
Total .....	12
2. Latin	
Professors .....	1
Associate Professors .....	0
Assistant Professors .....	0
Instructors .....	1
Total .....	2
3. Greek	
Professors .....	1
Associate Professors .....	0
Assistant Professors .....	0
Instructors .....	0
Total .....	1
4. German	
Professors .....	1
Associate Professors .....	2
Assistant Professors .....	1
Instructors .....	1
Total .....	5

## 5. Romance Languages (French, Spanish, Italian)

Professors .....	2
Associate Professors .....	1
Assistant Professors .....	2
Instructors .....	2
	—
Total .....	7

Total for Division ..... 27

II. *Division of Philosophy, Religion and Education*

Departments of

Number of  
Teachers

## 6. Biblical Literature, History of Religion and Religious Education

Professors .....	2
Associate Professors .....	0
Assistant Professors .....	0
Instructors .....	0
	—
Total .....	2

## 7. Philosophy

Professors .....	1
Associate Professors .....	1
Assistant Professors .....	0
Instructors .....	0
	—
Total .....	2

## 8. Psychology and Education

Professors .....	2
Associate Professors .....	1
Assistant Professors .....	1
Instructors .....	0
	—
Total .....	4

Total for Division ..... 8

III. *Division of Political and Social Science*

Departments of

Number of  
Teachers

## 9. Economics

Professors .....	2
Associate Professors .....	1

Assistant Professors	1
Instructors	0
Total	4
10. History and Government	
Professors	2
Associate Professors	1
Assistant Professors	1
Instructors	1
Total	5
11. Sociology	
Professors	1
Associate Professors	0
Assistant Professors	0
Instructors	0
Total	1
12. Home Economics	
Professors	0
Associate Professors	1
Assistant Professors	1
Instructors	0
Total	2
Total for Division	12

## IV. Division of Science

Departments of	Number of Teachers
13. Mathematics	
Professors	1
Associate Professors	2
Assistant Professors	1
Instructors	1
Total	5
14. Astronomy	
Professors	1
Associate Professors	0
Assistant Professors	1
Instructors	0
Total	2

## ASSOCIATION OF AMERICAN COLLEGES

## 15. Geology

Professors	1
Associate Professors	0
Assistant Professors	0
Instructors	0
Total	1

## 16. Geography

Professors	1
Associate Professors	0
Assistant Professors	0
Instructors	0
Total	1

## 17. Physics

Professors	1
Associate Professors	0
Assistant Professors	1
Instructors	1
Total	3

## 18. Chemistry

Professors	2
Associate Professors	0
Assistant Professors	0
Instructors	2
Total	4

## 19. Biology (Zoology and Botany)

Professors	2
Associate Professors	0
Assistant Professors	1
Instructors	2
Total	5

Total for Division 21

## V. Division of Fine Arts

## Departments of

Number of  
Teachers

## 20. Art

Professors	1
Associate Professors	1
Assistant Professors	0
Instructors	1
Total	3

## 21. Music

Professors	1
Associate Professors	1
Assistant Professors	0
Instructors	0
Total	2*

## 22. Dramatic Arts

Professors	1
Associate Professors	0
Assistant Professors	1
Instructors	0
Total	2

Total for Division 7

## VI. Division of Hygiene, Physical Education and Athletics

## Departments of

Number of  
Teachers

## 23. Hygiene and Public Health

Professors	1
Associate Professors	1
Assistant Professors	0
Instructors	0
Total	2

## 24. Physical Education and Athletics for Men

Professors	1
Associate Professors	1
Assistant Professors	1
Instructors	1
Total	4

## 25. Physical Education and Athletics for Women

Professors	1
Associate Professors	0

\* It is assumed that two teachers will be able to offer the theoretical courses in Music for which no special fee is charged. The salaries of such additional teachers as may be needed to give individual instruction in Music will be provided for by special fees, and are therefore not included here. These additional teachers will be on regular full-time appointment and will be given the same rank and salary as their training and experience would merit in other departments. No commissions will be paid.



Assistant Professors .....	1
Instructors .....	1
Total .....	3
Total for Division .....	9
Total Number of Teachers .....	84

<i>Summary</i>		
Rank	Number	Per Cent.
Professors .....	33	40
Associate Professors .....	17	20
Assistant Professors .....	17	20
Instructors .....	17	20
Total Number of Teachers .....	84	

### C. BUILDINGS AND EQUIPMENT NEEDED FOR 1000 STUDENTS

It is much more difficult to outline the details of a college plant than of a college faculty. Much depends upon the taste of those in charge, upon local conditions, including the topography of the campus, and upon conditions in the section of the country in which the college is located (climate, etc.). Owing to these variables and contingencies, it is practically impossible to outline a model college plant which will constitute the best solution of the building problems for more than a single institution.

The following table is therefore based upon the situation at Carleton College, and represents the present plant, with such additions as have been definitely planned for its expansion. The accompanying bird's-eye-view shows the completed plant, and the ground plan shows the relation between the present plant and what is proposed.

The table does not include dormitories, dining halls, heating plant, nor any other self-supporting buildings or equipment, such as college hospital, faculty houses, janitor's houses, college book store, laundry, farm, etc. These service buildings and equipment should be self-supporting, including proper charges for interest on the investment and for depreciation, and a reasonable reserve set aside each year

for retiring the investment. When this plan is followed, no gifts are required for the construction or maintenance of these service properties. (See page 60, section 6 ff.)

No estimate is included for a stadium or other equipment for intercollegiate athletics, it being assumed that gate receipts will be adequate to finance these interests. (See page 59, section 4.) Ample provision is of course made for the work of physical education.

*Proposed Educational Plant*

Grounds:

Campus, including grading, paving, drainage system, etc. _____	\$200,000
Men's Athletic Field _____	30,000
Women's Athletic Field _____	20,000
	<hr/> \$ 250,000

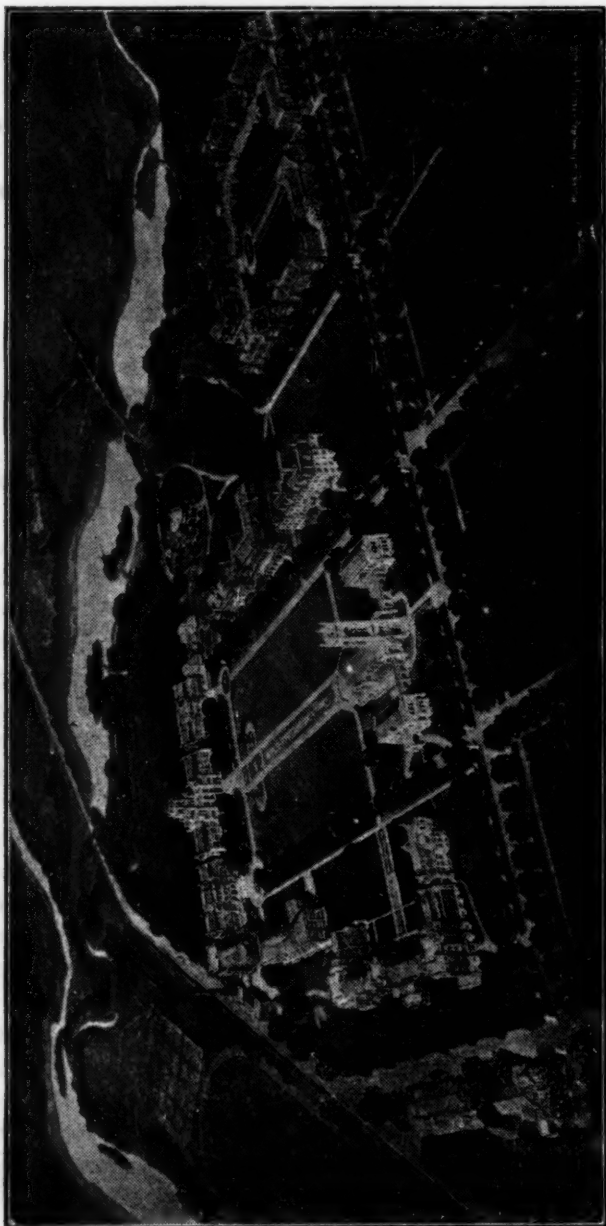
Educational Buildings:

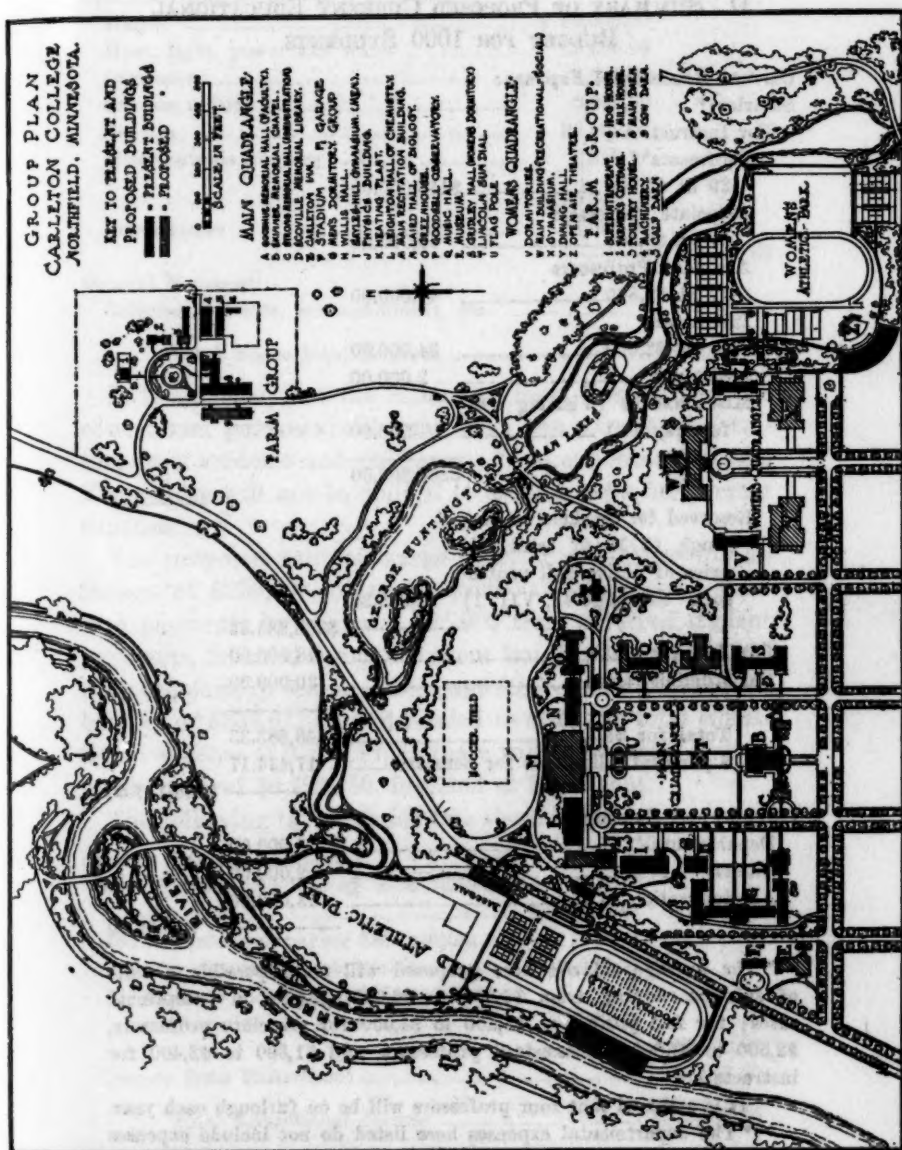
Main Building (Recitation rooms, offices for faculty, administration, etc.) _____	\$500,000
Library Building _____	250,000
Chapel _____	200,000
Physics Building _____	200,000
Chemistry Building (Chemistry, Geology, Geography, Home Economics) _____	250,000
Biology Building (including Greenhouse, etc.) _____	225,000
Astronomical Observatory _____	100,000
Music Building _____	150,000
Art and Museum Building _____	200,000
Men's Gymnasium _____	225,000
Women's Gymnasium _____	200,000
	<hr/> 2,500,000

Educational Equipment:

Library _____	\$250,000
Laboratory apparatus _____	150,000
Art and Music equipment and Museum _____	150,000
Gymnasium equipment _____	50,000
Chapel equipment (organ, etc.) _____	25,000
Furniture, fixtures, office equipment, etc. _____	125,000
	<hr/> 750,000

Total Value of Educational Plant \_\_\_\_\_ \$3,500,000





### D. SUMMARY OF PROPOSED CURRENT EDUCATIONAL BUDGET FOR 1000 STUDENTS

*Current Educational Expense:**Salaries:\**

## For Instruction

## Professors\*\*

29 at \$5,000.....\$145,000.00

## Associate Professors

17 at \$3,500..... 59,500.00

## Assistant Professors

17 at \$2,800..... 47,600.00

## Instructors

17 at \$2,000..... 34,000.00

## Assistants

..... 2,000.00

## Miscellaneous (Visiting Pro-

fessors, etc.) ..... 500.00

\$288,600.00

## Reserved for teachers on fur-

lough (1/12 of total sal-

aries of active full profes-

sors. See page 41, VII, 1) 12,083.33

\$300,683.33

## For Library

18,000.00

## For Administration

30,000.00

## Total for Salaries

\$348,683.33

## 5 per cent. allowance for pensions

17,434.17

\$366,117.50*Supplies and Expenses:*

## Departmental\*\*\*

\$ 15,000.00

## Library

2,000.00

## Administration

13,000.00

30,000.00

\* The average salaries here proposed will make possible a scale of salaries running from \$4,200 to \$6,000 (higher in exceptional cases) for full professors, \$3,200 to \$4,000 for associate professors, \$2,500 to \$3,000 for assistant professors, and \$1,800 to \$2,400 for instructors.

\*\* It is assumed that four professors will be on furlough each year.

\*\*\* The departmental expenses here listed do not include expenses covered by special fees. (See footnote on page 55; also page 59, section 3.)



## Operation and Maintenance of Plant:

Wages .....	\$ 20,000.00	
Heat, light, power and water .....	48,000.00	
Insurance .....	8,000.00	
Campus upkeep .....	2,000.00	
Repairs .....	20,000.00	
Miscellaneous supplies .....	2,000.00	
	<hr/>	
	\$100,000.00	
Depreciation .....	87,500.00	
	<hr/>	187,500.00

## General Expenses:

Religious services, commencement, etc. ....	6,000.00
Total Educational Expense .....	<hr/> \$589,617.50

It is assumed that the income to meet this expense for educational purposes will come from two sources: (a) tuition from students and (b) income from endowment funds. The college will not be obliged to ask for gifts for current expense.

The proposed tuition charge of \$250 would provide an income of \$250,000, of which \$200,000 would come from cash payments by students, \$25,000 from deferred student payments, financed through student loan funds, and \$25,000 from scholarship funds. (See page 39, V.) To produce the balance of \$339,617.50 still needed to meet the total educational expense of \$589,617.50, there will be required endowment funds of \$6,792,350, invested at 5 per cent.

The following table summarizes these items:

*Current Educational Income:*

800 students each paying \$250 tuition in cash .....	\$200,000.00
100 students each paying \$250 tuition with money received as scholarships .....	25,000.00
100 students each paying \$250 tuition with money received as loans .....	25,000.00
	<hr/>
	\$250,000.00*
Income from Endowment .....	339,617.50
	<hr/>
Total Educational Income .....	\$589,617.50

\* This total does not include the income from special fees (music, chemistry, etc.), it being assumed that these fees will be applied to special expenses, not included in this budget, for individual instruction and for materials for individual use.

### E. SUMMARY OF ENDOWMENT, PLANT, AND CURRENT FUNDS NEEDED FOR 1000 STUDENTS

On the basis of the standards indicated above, a college for 1000 students, with a tuition charge of \$250 a student, needs \$6,792,350 for general endowment with income available for current expenses. In addition to this, an endowment of at least \$1,000,000 is needed to provide an income of \$50,000 a year for necessary annual additions to permanent equipment (books, laboratory apparatus, etc.), not included in the current educational budget (see page 58, section 1); at least \$500,000 more to provide an income of \$25,000 for scholarships for superior students of limited means (see page 39, V); and an additional sum of \$125,000 to be used as a revolving fund for loans to students who should be encouraged to undertake the responsibility of repaying the help received. (This would provide \$25,000 a year for student loans averaging five years in length.)

It is also proposed to provide a fund of \$100,000 as current working capital. A college frequently needs to borrow money for short periods of time or to finance some undertaking temporarily in anticipation of expected income. This current fund of \$100,000 is intended for such purposes, and when not so needed may be invested in productive securities, the income from which would be available for current expenses. This would provide a small annual income for extra expenses not included in the budget.

It is assumed that endowment funds will never be drawn upon for current expenses nor for additions to plant or equipment, and that no endowment securities will ever be used as collateral for loans.

The following table summarizes the amounts thus needed as capital investment to provide adequate college opportunities for 1000 students:

1. *Endowment Funds:*

Endowment for Current Expenses	\$6,792,350.00
Endowment for Annual Additions to Permanent Equipment	1,000,000.00
Endowment for Scholarships	500,000.00
Revolving Fund for Student Loans	125,000.00
	<hr/>
	\$ 8,417,350.00

2. *Plant:*

Campus, Athletic Fields, grading, drainage system, etc.	\$ 250,000.00
Educational Buildings	2,500,000.00
Equipment	750,000.00
	<hr/>
	3,500,000.00

3. *Current Fund* 

---

 100,000.00

---

 \$12,017,350.00

This total of \$12,017,350 represents the investment created by gifts. It does not include any self-supporting buildings or equipment (dormitories, etc.) which may be financed out of income (see page 60, section 6), nor does it provide current funds for special research work (see page 40, section 7), nor for a student employment bureau (see page 59, section 2), nor for college publicity (see page 61, section 10).

## F. ANNUAL COST PER STUDENT

The "Annual Cost per Student" is found by dividing the total spent for current educational purposes by the average number in attendance in any given college year.

(1) *Average Attendance:*

The average attendance is found by taking half of the sum of the totals representing the attendance for each semester, as published in the annual catalogue. Merely nominal registrations (those withdrawing during the first week or two of a given semester) should not be published in the catalogue, nor counted here. In case "terms" are used instead of "semesters," the average attendance is

found by dividing the sum of the totals for the various terms by the number of terms.

No provision is made for a summer term nor for special students. If a summer session is undertaken, additional funds must be secured. It is assumed that if special students are admitted, special fees will be charged to reimburse the college for any extra expense that may be involved in their instruction.

(2) Current Educational Expense:

The total "Current Educational Expense," upon which the "Annual Cost per Student" is based, should include, as indicated in the above Summary of Educational Expenses, only those items which are directly related to the distinctly educational opportunities provided and which do not result in adding to the book value of the permanent equipment. The following items should therefore not be included:

1. Permanent Equipment. It is assumed that a college of the type in question will provide adequate buildings and all the library books, laboratory apparatus, and other supplies that may be necessary for the proper development and illustration of every course offered.

However, all such expenditures for new equipment and buildings, which result in an addition to the capital investment, appear in the capital account and should not be included in current expense. A separate endowment of one million dollars is suggested on page 56 to provide an income of \$50,000 a year for these regularly recurring needs for new additions to library, laboratory apparatus, and other permanent equipment not included in the current educational budget.

2. Scholarships. Scholarships awarded on the basis of a student's need should not be included. Here the institution simply takes the place of the parent in providing financial assistance for a student. (It is assumed that the full amount of tuition for every student will be accounted for and that there will be no "rebates" of tuition.)

The expense of maintaining a Bureau of Self-Help to secure employment for students who desire to earn part of their college expenses is in reality another form of scholarship help and should be charged to funds secured for that purpose. The foregoing budget does not provide for this expense.

It is assumed that interest on student loans will cover cost of administration and losses.

Prizes and prize-scholarships, offered to students on the basis of their scholastic work, regardless of financial need, are educational devices intended to improve the quality of the student's work and, for that reason, are included under "general expenses."

3. Expenses Covered by Special Fees. It is assumed that special fees charged for laboratory courses will be sufficient to provide for the replacement of equipment and materials consumed by individual students. Any unused balances from these fees remaining at the end of the year should be carried over to the following year and used for the purposes intended. These fees should not be used to purchase additional new equipment.

Instruction in music and art is regarded as an essential part of a liberal arts curriculum. It is assumed that no charge in addition to the regular tuition will be made for class instruction in theoretical courses in these subjects, but that the extra cost of offering individual instruction in these departments will be provided for by special fees.

These expenses, covered by special fees for materials and for individual instruction, should not be included in the total upon which the Annual Cost per Student is based.

4. Intercollegiate Athletics. It is assumed that all direct expense for intercollegiate athletics will be paid from gate receipts. These expenses will include cost of arranging games, equipping teams, traveling, publicity, officials, etc. It is also proposed to finance whatever stadium or grand stand may be necessary, out of gate receipts. The necessity for this can, of course, be avoided by securing gifts.



The expense for maintenance of gymnasiums and athletic fields, and for salaries of all coaches and instructors in physical education is regarded as part of the regular budget for educational purposes.

5. Public Concerts, Lectures, etc., should be self-supporting. If a deficit is likely to occur, this should be made up beforehand by special gifts from those who are willing to act as guarantors. Departmental lectures, designed for groups of students, are regarded as part of the work of instruction, and are included under "departmental expenses."

6. Dormitories and Dining Halls. Colleges, not being charitable institutions, are under no obligation to provide room and board for less than cost. There seems to be no good reason why the public should be asked to make gifts for this purpose. Students who are unable to pay the full cost may be helped, as individuals, through scholarships and loan funds.

It is therefore proposed to manage all dormitories and dining halls on a self-supporting basis. This should result in a net income of 6 per cent. on the investment and in setting aside each year a proportionate amount for retiring the investment within reasonable time. It is not expected that dormitories will be a source of "commercial profit," nor that there will be any surplus available for any other purpose. It is planned merely to make all dormitories and dining halls self-supporting, including financing the investment.

The financing of dormitories and other service properties may be done conveniently through a separate corporation, affiliated with the college. Such a corporation might well own and operate all service properties, which could be financed through loans secured by mortgages on these properties.

7. College Hospital and Health Service. This service should be organized on the same plan used for dormitories. A separate fee should be charged to make it self-supporting, including interest, depreciation, and retiring the investment.

8. Heating Plant. Inasmuch as the central heating plant serves the dormitories, hospital, etc., as well as buildings used for instruction, it is proposed to operate it on a separate budget, on the same plan used for dormitories, and to allocate the total cost of its operation to the various units served, on some equitable basis, such as square feet of radiation. The same plan is followed with reference to light, power and water.

9. Faculty Houses, etc. It is assumed that such auxiliary services as are rendered by faculty houses, college farm, book store, laundry, etc., will be self-supporting. After paying interest, depreciation and a reasonable allowance for retiring the investments, it is not expected that these properties, as a group, will be a source of net income.

10. Publicity and Alumni Bureau. It seems obvious that the cost of financial campaigns and expenses in connection with keeping the public and the alumni interested (Alumni Secretary, Alumni Bulletin, etc.) should not be charged to the current educational budget. The item of direct advertising and other expenses in connection with annual efforts to interest students in attending college seem more doubtful. In view of the fact that some colleges are obliged to spend a great deal more money in securing the enrolment they desire than others are obliged to do, and having in mind that this expenditure in no way enhances the educational offerings of any college, it seems desirable to exclude these expenses also from the regular educational current budget.

No provision is made for any of these expenses in the foregoing budget. Additional income will have to be secured for any expenditures for these purposes.

11. Interest on Indebtedness. Interest payments, no matter for what purpose the money is borrowed, are not a part of the current expenditures for distinctly educational purposes and therefore should not be included in the current educational budget.

### (3) Cost per Student:

In the foregoing budget it is assumed that the average enrolment for the two semesters will be the equivalent of 1,000 full-time students. The total of \$589,617.50 represents only the current expenditures for the distinctly educational work of the college for a given year, and does not include any of the items referred to in the above paragraphs. Dividing this total of \$589,617.50 by 1,000 shows a proposed expenditure of \$589.62 per student. It is assumed that students will pay a tuition charge of \$250, or about 43 per cent. of the cost. Deducting the total per student payment (\$250) from the total per student cost (\$589.62) leaves a balance of \$339.62 per student as the proposed net annual cost to the college of each student for the current educational opportunities provided.

To this should be added 6 per cent. interest on the funds (\$3,500,000) invested in grounds and educational buildings and equipment, amounting to \$210,000 or \$210 per student.

Adding this \$210 per student, representing an interest charge for educational buildings and equipment, to the net current cost of \$339.62 per student, makes a total net annual cost to the college of \$549.62 for each student.

In addition to the above, it is proposed (see page 39, V) to spend \$25,000 a year in assisting a limited number of students with special scholarships and to offer further assistance in the form of loans amounting to \$25,000 a year.

\* \* \* \* \*

From the foregoing analysis, it will be evident that teachers, students and the public must all cooperate if good college opportunities are to be provided at moderate rates. Even under the most favorable circumstances, teachers' salaries cannot be made as generous as men of equal ability can earn in most of the other professions. The public must be prepared to provide the entire physical plant, including buildings and equipment, without cost to the student, and

it must provide through endowments or current gifts a large part (57% proposed above) of the actual money spent for current educational purposes. With this help, it is not unreasonable to expect that the student, or his parents for him, should bear the rest of the cost.

The student who receives no special help would thus be expected to pay the tuition of \$250, representing considerably less than one-third of the actual cost of his education, plus his board and room, the charge for which should be sufficient to cover the cost. These latter items, in most standard colleges, run from \$350 to \$500. In addition to this, a student would have to provide for his personal expenses, which, disregarding extremes, would probably range from \$300 to \$500, thus making a total annual expense to the student of from \$900 to \$1,250.

A college education should be thought of primarily as an investment and not as an expense. If a student makes worthy use of the opportunities provided, the investment brings rich returns in character and capacity for service and adds to the nation's wealth its most important element—a citizen with powers developed and devoted to noble ends.

## HOW THE FINANCIAL NEEDS OF AN EFFECTIVE COLLEGE OF ONE THOUSAND STUDENTS ARE TO BE MET

BY TREVOR ARNETT

President Cowling has laid before you in a most convincing manner the financial needs of an effective college of 1,000 students. I have been asked to indicate how those needs are to be met. I am a believer in the division of labor, but as between the task of expressing one's needs and that of finding means to satisfy them, I should prefer the former every time. In attempting to offer a solution to the problem, we must keep in mind that the "effective college" is not an isolated institution, which can settle its affairs without reference to the conditions surrounding it. It is part of a great system, subject to the influences and factors which apply to all members of the system, and any plan suitable for meeting its financial needs must be one which could be adopted by all the other members of the group.

This being the case, it will be best for me first to give you a picture of the financial status of the colleges and universities of the United States as revealed by the publications of the United States Bureau of Education, the amount of their annual income and the sources from which it is obtained.

The latest figures available are found in Bulletin No. 45 of the U. S. Bureau of Education, Department of the Interior. The first thing to attract attention is the tremendous growth which has taken place since the opening of the twentieth century. The value of the property of all these institutions of higher learning on June 30, 1924, is placed at \$1,295,717,252—an increase of 231 per cent. since 1900. The total endowment possessed by them in 1924 is given as \$814,718,813—to which amount it has grown from \$177,127,-



965 in 1900—a gain of 359 per cent. In other words, colleges and universities increased their endowment 4.6 times in those twenty-four years. In the two-year period 1922-24 the increase in endowment was \$115,505,361—a sum equivalent to 65 per cent. of the total amount of endowment which they had accumulated from the time of their foundation up to 1900. But the annual receipts for all purposes show a much more astounding growth. For 1923-24 they are reported at \$388,242,587—nearly nine and one-half times greater than they were in 1900. Since we are now especially concerned with the annual income, it will be interesting to see from what sources and in what amounts from each source this \$388,242,587 came.

#### RECEIPTS, 1923-1924

The receipts for 1923-24 of \$388,242,587 were made up of the following:

<i>Current Purposes</i>		Per cent. of Total
Student fees .....	\$81,171,612	31
Income from endowment .....	40,431,608	15
Gifts—current expenses .....	12,375,326	5
United States grants .....	13,641,424	5
State and Municipal grants .....	73,423,956	28
Other sources .....	42,047,049	16
		<hr/>
		\$263,090,975    100

#### *Room Rents and Board*

Room rents .....	8,934,749	
Board .....	28,028,858	
	<hr/>	36,963,607

#### *Capital Purposes*

Increase of Plant:	
State Grants .....	18,828,593
Private .....	22,632,735
Endowment .....	46,726,677
	<hr/>
	88,188,005
	<hr/>
TOTAL .....	\$388,242,587

Student fees in 1924 were 21 per cent. of the receipts for all purposes, capital and current, and if receipts for capital purposes and for board and room are excluded, they formed 31 per cent. of the receipts for current expenses. In other words, for every dollar toward current expenses paid by the student, \$2.23 came from other sources; and if receipts for capital purposes are also included, only \$1.00 out of every \$4.35 was paid by him.

From the same Bulletin one learns that in the two-year period 1922-24 productive endowment increased 16.5 per cent., the number of students 20.6 per cent., and the total fees paid by students increased 26 per cent.

On looking merely at the great increase in annual income, one might conclude that the question of how to meet the financial needs of a college of 1,000 students was purely academic, and that the problem was one of allocation of existing resources rather than the discovery of new ones. But it is unnecessary for me to tell this audience that that delightful condition does not exist, because all of you have spent too many weary hours trying to meet with the income available what seemed the imperative needs of your institutions. The needs of the colleges have shown a disposition to grow faster than their income, and on top of this tendency the value of the dollar has shrunk until it is now worth but two-thirds of what it was in 1914. Therefore, to place a college on the same level financially as it was in 1914, its income should be increased 50 per cent. In the meantime student enrollment has grown enormously, so that the financial strain has been increased in two ways: first, to find a greater number of dollars to do the work of a smaller number in former years; and second, to obtain a larger income to provide for the increased attendance.

#### *Main Sources of Income*

The income of a privately controlled college or university comes from three main sources:

- (1) Income from endowment.

(2) Gifts from individuals.

(3) Fees from students.

The proportion from each source differs among the institutions. A study made in 1924 of 523 colleges and universities, state and private, revealed the fact that of the more than half a million students enrolled, two-thirds were in private institutions, as follows: one-third in those which possessed endowment of less than \$1,000 per capita, about one-sixth in those having between \$1,000 and \$2,000 per capita, and about one-sixth in those having over \$2,000 per capita. The opinion has been expressed that at least one-half of the per capita expenditures for students should be met from endowment income. Less than 8 per cent. of our students are attending institutions thus circumstanced; and it must therefore follow that in these institutions fees from students and other income are largely in excess of one-half the cost.

Before expressing an opinion regarding how the cost of college education shall be met, it may be best to discuss a just basis of division of cost among its beneficiaries. Colleges were founded as charitable institutions to be maintained by contributions from philanthropically-minded persons. Education was practically free to the students, because they were preparing for the ministry, to teach, or to engage in some other profession or activity in which the pecuniary rewards to the individual were slight but the gains to the public were large. For this reason it was fair to ask the public to pay the cost. That theory regarding the financing of college education has persisted to the present day, although the purpose for which training is sought has almost wholly changed. It is now the hope and expectation of most persons going to college that the course will be of distinct economic and social value to them. Since the early days of our colleges there has been a further development in higher education. Besides the work for undergraduates which formerly comprised the curriculum, there is now the graduate and research work, whose purpose is to

extend the boundaries of knowledge and the science of teaching. As a consequence of these altering conditions and purposes, college education is of a type which benefits the student, while graduate instruction and research chiefly benefit society.

Since the Great War the proportion of the cost of education which the student should bear has been much discussed because of the colleges' need of additional revenue. Probably in all institutions of higher learning fees have been increased since that date, and in many instances two or more increases have been made. However, there does not appear to have been a consideration of all the factors involved, but only the bearing which the need for a larger income had on the subject. Consequently no general plan has been followed, because the amount of additional revenue required differed among the institutions. The question of what the student should pay is a complicated one at best, and can not be settled satisfactorily solely upon its relation to the amount needed by the college or university in order to balance its budget.

There are factors in the situation of wide political, social and economic importance which must be clearly understood, and the extent to which they are beneficiaries of higher education carefully appraised, before the share of the total cost which the student should pay can be justly determined. At present, the only universal principle observed regarding the amount which the student should pay is that he should not bear the full cost. This principle is based on the previously mentioned theory that higher education benefits society as well as the recipient, and also on the democratic theory that the opportunities for higher education should be open to all. But as I have already said, the purposes for which college education is now sought differ in many respects from the purposes for which it was sought in the past, and it may be worth while to inquire whether the principle that the student should pay only a part of his college education now is sound and applicable to the situation.

There is another factor in the situation which must not be overlooked. Higher education is not all furnished by privately supported institutions, but an ever-increasing portion is provided by state-supported institutions. In the study to which I have referred, one-third of the students were enrolled in state-supported institutions.

In the light of these conditions, and giving every factor due weight, I offer the following suggestions regarding the proper allocation of the cost of higher education. It should be understood that these suggestions apply to college education in all colleges, whether separate ones as the "Efficient College" or as the undergraduate departments of universities.

- (1) That in colleges of arts and sciences the undergraduate student should bear a greater part of the cost than the graduate student.
- (2) That the portion of cost borne by the undergraduate student should approach the total cost as a limit.
- (3) That in the undergraduate colleges, the fee charged should be based on the total cost, and should approach it as a limit, and as soon as possible should be identical with the total cost.
- (4) That in state-supported institutions the same principle should be observed—*i.e.*, a larger share of the cost should be borne by the college student, and a smaller share by the graduate, unless the state should feel that to be entirely logical in its theory of providing equal and free opportunity for higher education for all, it should furnish a portion or all of the living expenses of its students if need be, as well as tuition. If the latter plan were followed, the state would need to adopt a basis of selective admission, so that only those qualified to benefit by a higher education would be received.
- (5) That in the professional schools the cost of education be divided between the student and society, in the proportion of benefits received. The application of this principle would result in students in certain professional schools paying all or the major part of the cost.
- (6) That to enable the student to pay the proportion of cost of education chargeable to him, as well as his



living expenses if necessary, generous use be made of scholarships, student aid and loans, so that no worthy student be excluded.

- (7) That the principles above enumerated be adopted gradually as conditions become suitable.

With reference to the principle suggested that the graduate student in Arts and Sciences should bear a smaller portion of the cost as compared with that of the undergraduate, I think we will all agree that the researches of the graduate student in those fields, if successful, are more likely to benefit society than the student and are made at a personal sacrifice because the student is postponing his participation in remunerative employment. Therefore, society should bear the greater part of the cost.

The principles suggested in (2) and (3) are really identical, but represent the student's and the college's sides of the picture, respectively. They are based on the theory that the student in the undergraduate colleges is the chief beneficiary and therefore should bear the greater part of the cost.

I do not believe that the principle here enunciated should be adopted hastily or in a wholesale fashion. However, if it were adopted, I am sure that it would have far-reaching effect. A study of the present situation indicates that in comparison with his increased earning power and the economic value of a college education, the student could well afford to pay a larger tuition fee. Then, too, it is felt that many students in college are not receiving any benefit from it, and in most cases these are a positive detriment to those who would. It is a fact, however, that many of those best able to pay a higher fee are in the class of those receiving the least benefit. The objection may be raised that if the college student is required to pay the greater part, or all, of the cost of his education, the colleges would be filled with those financially able, to the exclusion of those worthy and promising persons without resources. Furthermore, where such colleges are in competition with state-supported insti-

tutions, it is feared that students would be forced to attend the latter. Let us see how the plan might operate and determine, if possible, whether the objections are valid.

Let us assume that College X has decided to charge the cost of operation to its students. Let us assume that the annual cost of operation is \$500,000, and the enrollment 1,000. It is evident that the average cost per student is \$500, disregarding for the moment differences in cost of different groups of courses. Therefore, the average yearly tuition fee would be placed at \$500. It is also true that if all the students pay \$500 each, the entire expenses of operation would be met without assistance from any other source. This would be satisfactory to the college from the financial standpoint. But how would the matter look from the student's side? Every student would be required to pay a fee of \$500, and many of them would be unable. It would no doubt be found that very many were able and would readily pay the fee. With respect to the remainder, individual arrangements could be made by giving them full or partial scholarships, grants from student aid funds, and in other cases by loaning the amount for a period until after graduation, perhaps without interest up to the date of maturity. Since the college would not under this plan need to seek funds for current expenses, philanthropically disposed persons might make gifts for aiding the student to pay the fee, rather than devote them to endowment for the purpose of reducing the cost of education to all students alike without reference to their ability to pay the full cost.

#### *Gifts for Student Assistance Have Popular Appeal*

From my experience I have learned that more people are interested in giving money to an educational institution for the purpose of helping the student than to furnish a good education to the student. Fraternal organizations, women's clubs, and the like, find it easy and acceptable to raise funds to aid young people to obtain a college education. With the eagerness shown to give funds for this pur-

pose, there should be no reason why the student of slight resources should not be able to receive necessary assistance.

With regard to the objection that with such a plan as the one suggested in effect in privately supported institutions, students would desert them and attend the state-supported ones—there may be some force, for no doubt it is true at present that some students choose state-supported institutions because of the lower tuition fee charged by them. On the other hand, although privately supported colleges and universities have been constantly increasing the tuition fee, their attendance has also increased, and there is apparently no change in the representative character of the student body. It is doubtful whether the imposition of still higher fees would alter the situation greatly. Students selecting endowed colleges and universities have reasons for their choice which in their opinion outweigh the differences in tuition fees. Mounting costs may also force state institutions to increase their fees, as they have done in the past, and thus the same relative situation as at present will be maintained. The most logical solution would seem to be the adoption by the state of the principle which I have suggested for endowed institutions.

Several important consequences would, I think, follow the adoption of the pay-in-full principle.

1. Institutions of higher learning would need to appeal to the public only for funds for certain graduate instruction and research, and perhaps for plant and equipment for undergraduate work.

2. Colleges would be more anxious to obtain an efficient cost, otherwise their fees in comparison with those of others better administered would be looked upon unfavorably, and they would suffer from the competition.

3. Parents and students would get a clear understanding of what a college education costs, and since they would have to pay for it or make arrangements to do so, the desire to obtain it would more likely be a serious one.

4. Selective admission would be aided, for the student body would more probably be composed of those of earnest

purpose, and the classes not retarded by those unfitted to do good work.

5. Colleges would be quite as democratic as they are now, for no one should be excluded for financial reasons. Nor would the administration of the plan wound sensitive students, since all would be on an equality as to fees charged, and the method of providing for them would be an individual concern. In our colleges and universities the majority of the students at present receive some sort of financial aid. Under the new plan the aid would be given to a greater degree.

As I have indicated, the principle herein stated should not be adopted hastily or all at once, but should be put into effect gradually as the colleges and their constituencies become prepared for it. I have said that the college tuition fee should approach the total cost of education as a limit, and the portion of the cost borne by the undergraduate should approach the total cost as a limit. I mean by this that the goal of complete payment of cost by the college student should be the end sought, and in the course of time eventually reached. Colleges and universities are now advancing in that direction by constantly increasing the amount of tuition fee. The plan I have suggested indicates the final objective clearly and urges that it be reached as soon as all conditions are favorable.

#### *What Comprises Cost of Education?*

The question of what the total cost herein referred to includes may properly be raised. Does it include interest on the investment in the physical plant and provision for its depreciation and replacement as well as the ordinary costs of operation? I believe that for the purposes of this discussion it should include only the ordinary costs of operation, with the assumption that provision for buildings shall be made by society. If the plan for the student to pay the cost of education as herein defined proves satisfactory, the question of including the proportionate cost of use of the plant and its replacement might then be considered.

## DISCUSSION

PRESIDENT HARLAN UPDEGRAFF (Cornell College, Iowa): May I ask whether you have considered ways in which colleges could secure the income required?

PRESIDENT COWLING: I indicated in what I have said that I believe many of the western colleges should increase their tuition. I feel clear with regard to that point. I had a letter last summer from a man asking for a scholarship for his son. He had a very comfortable income but indicated that he had many expenses, and added: "This leaves me very little money for extras." The "extra" was the education of his own boy!

With regard to securing endowment, I know of three or four men in Minnesota, any one of whom could solve the whole problem at Carleton if they were so disposed. The fact is they are not convinced that it is the thing to do. It is our job to try to convince the American public that it is wise to provide adequately for the education of its young people.

I should like to see this Association approve of a program of \$3,000,000,000 for American colleges of liberal arts. That would give, say, 300 colleges \$10,000,000 each more than they now have. Such a program could not be realized in one year, but I actually believe it is possible. Perhaps it could be best accomplished through the method of insurance. I think Dr. Kelly said the total amount of insurance now in force in this country is about \$80,000,000,000.

SECRETARY KELLY: Yes, sir.

PRESIDENT COWLING: There is \$80,000,000,000 of insurance in force in America today. With proper organization I do not believe it would be impossible in the next five years to persuade people to write \$3,000,000,000 of insurance for our colleges. That would solve our problem within twenty or twenty-five years. That represents only one method. But how to get the money is Mr. Arnett's problem, not mine.

PRESIDENT IRVING MAURER (Beloit College): We take it for granted that a college must have a larger number of students than it has. For example, if many of the colleges, looking the field over and seeing the resources that they have at their command today, could rewrite their programs, so to speak, so that with a diminished faculty they could pay better salaries and limit attendance until further resources came, wouldn't that be a quick way to begin to stabilize the situation? If you have a certain income from endowment, say \$200,000 a year, which you are distributing over a rather large faculty because you are under the obsession of numbers, suppose you cut your student body



in half and began to pay twice as much salary, wouldn't that be a rather quick way out?

PRESIDENT COWLING: I think it would, President Maurer, and I don't think it would do any serious injury to higher education in America at the present time. On the other hand, that would not meet the larger need. America at the present time is spending less than \$2,000,000,000 on education. It was only \$1,000,000,000 in 1920, and that year we spent \$2,110,000,000 for tobacco. Yet, we talk about education being the great passion of the American people. It's not true. As a matter of fact, education is one of the things which the American people are neglecting today without realizing the implications of their negligence for the generations to come.

PRESIDENT MAURER: The reason I asked the question is that it seemed to me that the strategy at present in our colleges is that our program is based in many cases upon a minimum attendance of students rather than on a maximum attendance.

PRESIDENT COWLING: I don't believe any number can be fixed as representing the ideal size of a college. A college should not expand faster than it has new resources to maintain its standard; but if new funds can be secured, I don't see why a college of 1,200 or 1,500, for example, cannot be just as effective as an institution of 200 or 400.

PRESIDENT C. H. RAMMELKAMP (Illinois College): I should like to ask Dr. Cowling if he has considered the proposal of charging different rates of tuition, asking the children of the well-to-do to pay fully what it costs to educate them.

PRESIDENT COWLING: I should do that through the method of scholarships and loans.

PRESIDENT RAMMELKAMP: That is not exactly what I mean. Even with your system of scholarships and loans, as you have outlined it, you still are not charging the children of the well-to-do what it costs to educate them.

PRESIDENT COWLING: President Rammelkamp's suggestion would be to make the nominal tuition rate cover the actual expense of education.

PRESIDENT RAMMELKAMP: From those who can afford to pay it.

PRESIDENT COWLING: Mr. Arnett is going to talk on that subject, and I ought not to trespass.

PRESIDENT DAVID M. EDWARDS (Earlham College): You referred a little while ago to the fact that tuition charges are small, particularly with reference to colleges in the Middle West. Can anything be done to remedy that situation?

PRESIDENT COWLING: In Minnesota, for example, the tuition charge in the college of liberal arts at the University of Minnesota is \$60. For several years our charge at Carleton has been \$250. There are no rebates except in the form of scholarships and loan funds. That

means that a boy at the present time is penalized \$190 in cash every year if he wishes to attend Carleton rather than the University of Minnesota. I think our state universities should increase their tuition. The University of Minnesota might very well solve part of its problem by advancing its tuition charge to at least \$100 a year.

PRESIDENT EDWARDS: My reason for asking was because the University of Indiana is making a plea, and a just plea, for increased support, and the colleges in the state approve of that and are lending their assistance in every way. The university wants larger appropriations. At the same time we are pointing out the opportunity which the State University is passing by in not charging a larger tuition, and we are suggesting that they ought to charge at least as much as the average college of the state. I wonder if a widespread movement of that kind over the country would not be of help to the colleges.

PRESIDENT COWLING: I should favor it. Whether it would commend itself to the public or not I do not know. I should like to see it tried.

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PRESIDENT BELL (St. Stephen's College): Mr. Arnett has outlined a system that must appeal to the common sense of anybody. I should like to ask the further question how he proposes to further this endeavor. It is perfectly impossible as things are now—not perhaps eventually, but certainly in our time. We will all be dead and gone, apparently, before such a thing can come into being, unless it gets stimulated. I should like to ask if you have any plans for its stimulation.

MR. ARNETT: To answer President Bell's question, I think I outlined in my discussion the way in which I thought this suggestion should be put into effect. As a matter of fact, we are putting it into effect now; we are doing it every day.

The college tuition fee is being constantly raised. The only question now is that we are not raising it on any general principles. We are just raising it because we need more money. The only thing for us to do is to raise it constantly and gradually until such time as we come to the place where the total amount of tuition fee is identical with the cost. It may take twenty years in order to reach that point, but it can be tried out. I think that one of the persons asking a question of Dr. Cowling said he thought the person who was able to pay the tuition fee should be asked to pay it. This method would require that person to pay the cost.

In many of our colleges and universities there are numbers of persons who are abundantly able to pay the full cost of education,

and they would do it if they were asked to do so by sending them a bill telling them that the tuition fee was thus and so. But if you say to a person, "The tuition fee is \$250, but we want you to understand that it costs us \$500, and if your conscience troubles you at all and you want to help the situation, we shall be very glad to have you give us the other \$250," it is just like going into Marshall Field's and finding goods marked down, below cost, their saying to the public, "Ladies and gentlemen, particularly ladies, these goods cost us \$50 apiece, but we are selling them for \$45. If your conscience troubles you, of course you can give \$50 for them; otherwise, if your conscience does not trouble you, you can get them for \$45." That is exactly what we are doing in our colleges.

Yale some time ago sent out a statement to its patrons that it cost about \$1,000 more than the institution got from the students to pay the cost of the college education given to the student and they would be very glad if people would pay that. I think out of about 1,000 people three responded. It is perfectly good psychology. Why should you pay \$500 when the amount is placed at \$250? You wouldn't do it. You might give the institution something, but you certainly would not pay that additional cost.

There are a great many people going to college now whose parents would pay the full cost without the slightest objection if the tuition were increased to cover it.

Suppose in an institution, one-quarter of the students were able to pay the full cost and did so when you sent the bill, then at least from twenty-five per cent. of the students you would get twice as much money as you got from that twenty-five per cent. before. That would be done without any effort on your part. There would be twenty-five per cent. more who could pay between one-half and the total cost. Those who pay whatever sum it is above half the cost would give you that much gain. Let the cost to all the others remain what it was before. However, you would charge them the full amount, and then when they were individually worthy, you could give them assistance, as I have suggested, by student aid or scholarships.

DR. H. O. PRITCHARD (General Secretary, National Board of Education, Disciples of Christ): Does not this mean in reality that the college must have as large permanent funds, no matter how the income is distributed, as the scheme under which we are now operating provides?

MR. ARNETT: It would be reduced by the amount of the money that you got from those who were financially able.

DR. PRITCHARD: It is a question as to how many could pay it.

MR. ARNETT: I don't think it is entirely that, because among those who would be charged the customary tuition fee a great many would

be asked to pay that by giving notes due some time in the future. I think in a proper state of society the recipient of college education certainly gains great advantage from it, and if he is not willing to recognize that fact and willing to pay, treating it as an investment, I don't think he is entirely worthy of college education.

I heard a very good story two nights ago as to what education is. We were at an educational gathering where all those present were educators, the faculty of an institution, and the trustees. Nobody in that institution knew what education was, because that was an educational institution, but a story was told to illustrate that point.

It was said that some years ago there was a Father Fornier who was the priest at St. Gabriel's Church, somewhere near the stockyards in Chicago. He was well known and highly esteemed by the packers, so highly esteemed that if he asked for anything he usually got it. Some years ago an Irishman named O'Flaherty came from the old country and went to Father Fornier and told him that he had landed in Chicago and needed a job. He wanted the priest to give him something to do.

The priest said, "It so happens that we need a sexton for the church right now. St. Gabriel's is without a sexton. You will do well to fill that position."

He thought that was very good, but Father Fornier added: "In order to fill the position you will have to make a report once a week, a statistical report covering certain phases in connection with the operation of the church."

Mr. O'Flaherty said, "Well, that queers the job for me, for I can neither read nor write, and I can't make any statistical reports."

"Well, I'll see what I can do in some other direction," said the priest. So he went over to the stockyards and saw Mr. Tilden and asked him if he could give this man a job. Mr. Tilden said, "Of course I will." Mr. Tilden was not only a packer, but he was also president of the Grocers National Bank.

Mr. O'Flaherty went to work in the yards and worked for some time, until after a while he disappeared. Nobody knew just what had become of him. Some time after they saw him doing a little contracting work, fixing up sidewalks, mending roofs, and doing other things of that kind. A little later he came to Mr. Tilden and said, "Mr. Tilden, you will remember me. I came to you some time ago for a job in the stockyards."

"Yes, I remember you."

"Well, I have the greatest opportunity of my life. I have an opportunity for a piece of contracting work which will give me a very good reward if I can get it. But the conditions are that I must put up a bond for \$30,000. I have saved up \$18,000 myself, but I need to be staked for the other \$12,000."

"Well, I think you deserve the other \$12,000, and I will stake you for it. You really increase my faith in America; you renew my faith, to put it exactly, because when a man can come over as you did, without any friends and without any education, and make the success that you have made, and can save up \$18,000 in this short period, you certainly deserve a great deal of credit, and I am proud of you and I am proud of my country. What *would* have happened to you if you had had an education!"

"Ah, Mr. Tilden, I should have been janitor of St. Gabriel's Church." (Laughter.)

DR. PRITCHARD: The next question is this: Assuming that a college should go on that basis, and assuming that endowments are not tied up by conditions of givers, would a college therefore be justified in using endowments that it now has toward the carrying out of this scheme?

MR. ARNETT: Of course, that is a very pertinent question. If the total expenses of the colleges were met in this way, what would become of the endowments which colleges are now fortunate enough to have? I think, in the first place, if there were no other conditions in connection with the endowments they might very well be used to help those worthy students pay the tuition fee. There are also other features of the work of a college which must be supported. Someone referred to social welfare and student welfare. Those things are of a character that it perhaps would be rather difficult to charge for as part of the cost of education, but yet would be most desirable from the standpoint of the students' general cultural education. Endowments would be very well used for furnishing opportunities of this sort.

PRESIDENT PEARSON (University of Maryland): If, as Dr. Cowling suggests, the state universities should increase their tuition, would there be justice and equity in charging a higher tuition in the college of arts and sciences, where the larger influx of students has come, leaving the tuition fees for agricultural and home economics students as they are? Would that be just and equitable?

PRESIDENT COWLING: I doubt whether any sound principle can be found which would theoretically justify any discrimination in charges as affecting the different fields of education. I agree with what Mr. Arnett has said regarding graduate as against undergraduate work. Graduate work is very expensive and the full cost probably could not be justly charged to the individual on the score that the benefits derived from such work are largely personal. But as between the different fields of undergraduate work for example, preparing for farming, as over against engineering, you certainly could not justify a difference in charges on the ground that agriculture benefits the public and not the individual, whereas engineering benefits the individual and not the



public. No such distinction holds. The only justification that I can see for differences in charges is the practical necessities of the case. If no claim is made of treating all classes of students alike nor any promise of doing so implied, I do not see that any ethical question is involved in charging different rates of tuition.

*Mr. Chairman:* May I ask Mr. Arnett a question on my own account? I agree with what Mr. Arnett said at the very beginning of his discussion—that we must look at the problems of the college as part of our whole educational situation. That implies that what is happening in other divisions of the educational field must not be disregarded in our planning for the future of the colleges. Now, as a matter of fact, our great universities are raising huge sums for endowment. Yale, I understand, is undertaking at the present time a program for increased resources of twenty million dollars. Harvard has made large additions to her funds in recent years. The University of Chicago has in hand a program for \$60,000,000 more. Most of the important universities are appealing successfully for greatly increased endowment funds. Evidently the universities are not depending upon increased tuition receipts as the only solution of their problems. In view of the rapidly increasing resources of the private universities and the equally rapid increase in public support for state universities, I suspect that the attempt to finance the colleges out of tuition receipts would mean the gradual extinction of the college of liberal arts in America.

The question I want to ask Mr. Arnett is this: Does he not think that we have already had an experiment along the line he suggests which has proved disastrous? I refer to the fact of the private secondary school. Mr. Arnett has called attention to the fact that in 1920 two-thirds of all the college students in America were in private schools and one-third in state institutions.

Look at the situation in the secondary school field. Ninety per cent. of all secondary school students are in public schools, and only ten per cent. in private schools. Why is that? Very largely because the private preparatory schools being without adequate endowment were gradually compelled to finance themselves out of tuition receipts. The result has been the closing of most of them and the comparatively few which survived have become, for the most part, class schools for the well-to-do. I regard this as a great loss.

I feel convinced that the old-fashioned New England academy of fifty years ago and more trained students for college better than our high schools are doing it today. I believe we are expecting the impossible of our high schools. The work of training the ninety per cent. of high school students who go out into life without further education is a very different task from preparing the ten per cent. for

college. I have no doubt that our whole college situation would be much less unsatisfactory than it is today if, through endowments, we had retained a far greater number of strong private secondary schools where students of all social and financial levels could receive adequate preparation for college work.

I fear that the same fate will befall the colleges unless they secure adequate endowment. There is no use closing our eyes to the real situation; that process has already set in. The colleges are being gradually strangled, one after another at the present time. In the Congregational denomination, with which I am most familiar, four or five colleges have practically closed since the war, and the process has not yet been brought to an end.

I wish I could go with Mr. Arnett the full way. I have already said that I believe most colleges could go further than they have gone in the direction he suggests of increasing tuition charges, but I am persuaded that only part of the need can be met in this way. In view of the greatly increased endowments of the private universities and of the policy of increasing public support for our great state universities, it would be most unfortunate if the friends of liberal education were led to believe that the colleges can get along without increased resources by merely increasing their fees. Without endowment, they will surely die.

MR. ARNETT: Of course, I am giving my own opinion in answer to President Cowling's very clear statement of the process of obliteration of the secondary school and the great number of students who go to publicly-supported secondary schools. I think there are a great many things to be taken into consideration with the secondary school, with which you are much more familiar than I. But you must keep in mind that there has been a great increase in the number of public schools, altogether without regard to the schools which were formerly privately supported, so when we say we have a great host of high school students now and comparatively few coming from the privately-supported academies, we fail to take cognizance of the fact that there has been a great development on the part of the state in the matter of furnishing education of a secondary character for the students.

About twenty years ago in the South there were only a few publicly-supported high schools, and they were of a very second-rate character. The states and cities and the various public communities did not have public high schools. Their place was taken by the privately-supported school, very many of them on a strict financial basis where the individual paid the full cost, and they were able to furnish a rather meager education because of the limitation imposed upon them by that circumstance. Later the states came to recognize that it was the state's duty to furnish secondary education, and there has

been a great growth, as you all know, in public high schools all over the country, particularly in the South and in the West. So that when we say a greater proportion of students, both relatively and absolutely, now go to publicly-supported secondary schools, that is absolutely true, but I think it is not entirely due to the fact that we want to exclude the privately-supported secondary school.

As to the second question that President Cowling raises, that probably the adoption of this principle would automatically kill the colleges, it is quite a question. Dr. Cowling's opinion is worth a great deal more than mine in that respect.

All that I am advocating is that we try it out very gradually so that we will be just in the position that the Irishman was who was very fond of his whiskey. The physician said to him, "If you don't stop drinking you will turn into a rat."

"Well," he said, "when you see the tail coming you let me know, and then I'll stop."

We could go gradually and see how it worked. If we had not gone very far we certainly could turn back without any very great danger. But if it were found to be an effective way, we could go on. I should like to see the opportunity given to a group of colleges to make the experiment. It might take twenty-five years to arrive at a sure conclusion. But we should test it out and see how the thing goes, and if we find we have been mistaken in our premise we could turn back to what we are now doing. It is certainly very difficult now to get money for colleges. Anything that will help us to get more is worth trying if we can do it without turning the Irishman into a rat.

PRESIDENT A. B. STORMS (Baldwin Wallace College, Berea, O.): I should like to know if there is a plan of working out student loans on a business basis that contemplates the perpetuation of those funds.

MR. ARNETT: There has been a study made by the Harmon Foundation along those lines. They made very definite recommendations. They say whatever the student should pay he ought to be helped in paying in a business manner by loans.

The total difference between the present plan and the plan suggested is probably about \$800 or \$1,000 as compared with the cost for the individual. It is not the whole cost of education, but it is the difference annually between \$250 or \$300 which we now charge, and \$500 which represents the actual cost per student, and if the plan is put into effect gradually, I think it is quite likely that we should see before we go very far whether it was a foolish suggestion or whether there was any merit in it at all.

## THE WORK OF THE AMERICAN COUNCIL ON EDUCATION DURING THE YEAR 1927

DIRECTOR CHARLES R. MANN

In the American Council on Education we have been carrying on, as you know, the experiment with psychological tests for college freshmen. The first year there were 121 institutions that gave 47,000 tests, and last year there were 197 that gave 72,000 tests. This year, up to the first of January, 162 institutions had already given 60,000 tests, and the demand continues throughout the school year.

The report on the first two years' work is nearly completed. That will give the reliability coefficient and the correlations of the test scores with the college grades of a number of institutions. I had hoped that it might be ready for the *January Record*, but it is not quite finished. That will be forthcoming very shortly, and the regular annual report on the 1926 test will be ready for the April issue of the *Record* and you will all get the norms for this year at that time. This test and the study of the facts that you gain from using it are a typical sample of the kind of research that a teacher can undertake in his own institution, which may be very stimulating in the way of developing him to do a better job.

We are also continuing the personnel register of college instructors. A good many of you have used that register and found it very useful. There are over 22,000 college instructors registered there, and we do our best to keep it up to date and are ready to furnish colleges with suggestions of names of possible candidates for vacancies, by letter if they cannot send some one there to inspect our files.

The international work of the Council has been going on this year. We are responsible for the London and Paris offices of the American University Union. We have this

year seven undergraduate scholars abroad who are sent abroad by a group of business men in New York in order to make experiments on the proper forms for the evaluation of academic credit between the United States and foreign countries. This is the last year that the Council will operate that experiment. We are making every effort to simplify the administration of the international work, and those scholarships for next year have been transferred to the Institute of International Education and will be operated next year by that office. We are also trying to simplify the whole organization of international work, and we hope that a new arrangement can be put through during the coming year.

We are preparing a handbook of American universities, as most of you know, for the use, largely, of international students who come over here. This contains a brief description of every one of the 405 colleges and universities on the accredited list. We already have reports from 350 of the institutions, and 220 of those have gone to the printer. We expect to have the entire manuscript of that in within the next few weeks, and hope to have it in print before the end of the school year.

Last year at the annual meeting the Council amended its constitution so as to make other organizations than educational organizations eligible to membership. The purpose of that was to make it possible to develop effective cooperative relations between the colleges and the employers of the college students. All are becoming aware of the fact that there is at the close of college a period of three to six or seven years in most college students' lives which has come to be known as No Man's Land, where the college student flounders around in an effort to find himself in his work. There has been a great deal of interest in the past year on the part of a number of colleges in gathering what they call vocational information that will enable the colleges to develop better vocational guidance within the college so as to pay more attention to the requirements of the



world's work in their curriculum and in their training processes. A great many of the industrial and commercial firms that employ these college students have been much interested in this, and we have developed a plan of cooperation between the business and industrial organizations and the Council for the purpose of cooperatively attacking this problem of No Man's Land and seeing how we can make progress in the interest of the students. We have spent a great deal of time and attention in the past in studying the period of transition from the secondary school to the college, and we believe it is equally important to study a little the period of transition from college into business.

Let me state immediately that this is not a means of commercializing the college life and it is not working out in that way. If it is producing any effect, it is having the effect of educationalizing business. Business and industry are getting interested in educational theory and practice through this relationship in a very significant way.

That enterprise has just started. It was authorized by the Council at the meeting last May, and we have been negotiating for the past month with industrial organizations of large size for the practical turning over to colleges of the kind of information they need about business and industry. It will take too long to go into the details of that, but I want to assure you that it is a very interesting and promising field, and one in which the Council hopes to be of great service to the colleges.

One other item, the study of the modern foreign languages, has been progressing steadily during the year and is now nearing completion. The first volume of the report has gone to the press and the others are expected to follow within the present calendar year. All the colleges in the Council will receive copies as soon as it comes out. I may say they will also receive copies of the handbook of universities as soon as it is published.

Those are the main points of activity of the Council during the past year, and I present that as a report to this Association, one of its constituent members. (Applause.)

## CONSTITUTION OF THE ASSOCIATION OF AMERICAN COLLEGES

(Adopted January 15, 1926)

*The purpose* of the Association shall be the promotion of higher education in all its forms in the colleges which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

*Name:* The name of this Association shall be the "Association of American Colleges."

*Membership:* All colleges which conform to the definition of a minimum college given in the By-Laws may become members of this Association. The General Secretaries of Church Boards of Education and officials of Educational Foundations and other cooperating agencies may be elected to honorary membership.

*Representation:* Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the Faculty or Board of Trustees of any institution belonging to this Association, the officers of Church Boards cooperating with such an institution and the representatives of Foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

*Officers:* The Association shall elect a President, a Vice-President, a Secretary, and a Treasurer, who shall be charged with the duties usually connected with their respective offices. The Secretary shall be the permanent executive officer of the Association, and shall serve without term until his successor is elected. The other officers shall serve for one year, or until their successors are duly elected. The Association shall also elect two others who, with the four officers named above, shall constitute the Executive Committee of the Association. The President of the Association

shal be *ex-officio* chairman of the Executive Committee. The election of officers shall be by ballot.

*Meetings:* At least one meeting of the Association shall be held in each calendar year. Special meetings may be called by the Executive Committee, provided that four weeks' notice be given each institution connected with the Association. Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

*By-Laws:* The Association may enact By-Laws for its own government not inconsistent with the provisions of this Constitution.

*Vacancies:* The Executive Committee is authorized to fill vacancies *ad interim* in the offices of the Association.

*Amendments:* Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two (2) seconds. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two-thirds of the members then present.

#### BY-LAWS

1. In order to be eligible to membership in this Association institutions shall require fifteen units for admission to the freshman class and 120 semester hours, or an equivalent for graduation.

2. Applications for membership shall be made to the Executive Committee, which shall, after investigation of the standing of the institution, recommend to the Association.

3. The annual dues shall be twenty-five dollars per member. Non-payment of dues for two successive years shall cause forfeiture of membership.

4. The place of the annual meeting of the Association shall be determined each year by the Executive Committee.

5. All expenditure of the funds of the Association shall be authorized by the Association, or, subject to later approval by the Association, by the Executive Committee.

6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.

7. The Secretary is authorized to mail three copies of all official bulletins to all institutions which are members of the Association. Additional subscriptions, either for the institution or for any officer or faculty-member, may be made at a special rate.

#### POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and interhelpfulness rather than of exclusiveness.*

#### HONORARY MEMBERS

By vote of the Association the following persons were admitted to honorary membership in January, 1925:

Dr. Charles R. Mann	}	The American Council on Education, Washington, D. C.
Dr. David A. Robertson		
Dr. Henry S. Pritchett	}	The Carnegie Foundation for the Advancement of Teaching, New York City
Dr. Clyde Furst		
Dr. Frederick P. Keppel	}	The Carnegie Corporation, New York City
Mr. Wickliffe Rose	}	The General Education Board, New York City
Dr. Abraham Flexner		
Mr. H. J. Thorkelson		
Dr. George E. Vincent	}	The Rockefeller Foundation, New York City
Dr. John J. Tigert	}	The United States Bureau of Educa- tion, Washington, D. C.
Dr. Arthur T. Klein		
Dr. Julien J. Champenois	}	Director, Sequana, New York City
Dr. James H. Ryan	}	National Catholic Welfare Confer- ence, Washington, D. C.
Miss Eleanore Boswell	}	American Association of University Women, Washington, D. C.

The officers of the Council of Church Boards of Education and the General Secretaries of its constituent Boards were admitted to honorary membership by previous action.

## MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES

The Association of American Colleges is not a standardizing agency. Election to membership does not involve any kind of academic status except that stipulated in the *By-Laws* of the Association.

### Institution

### Executive Officer\*

#### ALABAMA

Birmingham Southern College, Birmingham	Guy E. Snavely
Howard College, Birmingham	John C. Dawson
Judson College, Marion	E. V. Baldy
Spring Hill College, Spring Hill	Joseph Walsh
Woman's College of Alabama, Montgomery	W. D. Agnew

#### ARKANSAS

Arkansas College, Batesville	E. B. Tucker
Hendrix College, Conway	J. H. Reynolds

#### CALIFORNIA

Mills College, Mills College	A. H. Reinhardt
Occidental College, Los Angeles	Remsen duBois Bird
College of the Pacific, Stockton	Tully C. Knoles
Pomona College, Claremont	James A. Blaisdell
University of Redlands, Redlands	V. Leroy Duke
St. Mary's College, Oakland	Brother U. Gregory
University of So. California, Los Angeles	R. B. von KleinSmid
Stanford University,* Stanford University	Ray Lyman Wilbur
Whittier College, Whittier	W. F. Dexter

#### COLORADO

Colorado College, Colorado Springs	Charles C. Mierow
University of Denver, Denver	H. R. Harper
Loretto Heights College, Loretto	Mother M. Eustachia

#### CONNECTICUT

Connecticut College for Women, New London	Benjamin T. Marshall
Wesleyan University, Middletown	J. L. McConaughy

\* By order of the Association, in the case of universities the unit of membership is the University College of Liberal Arts. Usually, though not always, the name of the Dean is given.



University of Delaware,\* Newark \_\_\_\_\_ Walter Hulihan  
Women's College, University of Delaware, Newark,  
Winifred Robinsen, *Dean*

George Washington University, Washington.....	William M. Lewis
Georgetown University, Washington.....	C. W. Lyons
Howard University, Washington.....	Mordecai W. Johnson
Trinity College, Washington.....	Sister Raphael

Florida State College, Tallahassee	Edward Conradi
John B. Stetson University, Deland	Lincoln Hulley
Rollins College, Winter Park	Hamilton Holt
Southern College, Lakeland	Ludd M. Spivey

Agnes Scott College, Decatur	J. R. McCain
Emory University, Emory University	Harvey W. Cox
Piedmont College, Demorest	F. E. Jenkins
Shorter College, Rome	W. D. Furry
Wesleyan College, Macon	Wm. F. Quillian

College of Idaho, Caldwell.....W. J. Boone  
Gooding College, Wesleyan.....Charles W. Tenney

Augustana College, Rock Island	Gustav A. Andreen
Aurora College, Aurora	O. R. Jenks
Bradley Polytechnic Institute, Peoria	F. R. Hamilton
Carthage College, Carthage	N. J. Gould Wickey
University of Chicago,* Chicago	C. D. Boucher, <i>Dean</i>
DePaul University, Chicago	Thos. F. Leván
Eureka College, Eureka	Bert Wilson
Greenville College, Greenville	Eldon G. Burritt
Illinois College, Jacksonville	C. H. Rammelkamp
Illinois Woman's College, Jacksonville	Clarence P. McClelland
Illinois Wesleyan University, Bloomington	Wm. J. Davidson
James Millikin University, Decatur	Mark E. Penney
Knox College, Galesburg	Albert Britt
Lake Forest University, Lake Forest	H. M. Moore

Lincoln College, Lincoln	A. E. Turner
Lombard College, Galesburg	J. M. Tilden
Loyola University,* Chicago	Joseph Reiner, <i>Dean</i>
McKendree College, Lebanon	Cameron Harmon
Monmouth College, Monmouth	T. H. McMichael
Mt. Morris College, Mt. Morris	S. J. Brumbaugh
Northwestern University,* Evanston	Walter Dill Scott
North-Central College, Naperville	E. E. Rall
Rockford College, Rockford	W. A. Maddox
Rosary College, River Forest	Sister M. Clementine
St. Viator College, Bourbonais	Terence J. Rice
Shurtleff College, Alton	George M. Potter
St. Xavier Woman's College, Chicago	Mother M. Irma
Wheaton College, Wheaton	T. W. Welsh, <i>Act. Pres.</i>
Y. M. C. A. College, Chicago	F. H. Burt

## INDIANA

Butler College, Indianapolis	Robert J. Aley
De Pauw University, Greencastle	Lemuel H. Murlin
Earlham College, Richmond	David M. Edwards
Evansville College, Evansville	Alfred E. Hughes
Franklin College, Franklin	
Hanover College, Hanover	W. A. Millis
Indiana Central College, Indianapolis	I. J. Good
Indiana University,* Bloomington	Wm. L. Bryan
Manchester College, North Manchester	Otto Winger
University of Notre Dame, Notre Dame	Matthew Walsh
Rose Polytechnic Institute, Terre Haute	Frank C. Wagner
St. Mary's of Notre Dame, Notre Dame	Mother M. Pauline
Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods,	Mother M. Cleophas
Taylor University, Upland	John Paul
Wabash College, Crawfordsville	L. B. Hopkins

## IOWA

Buena Vista College, Storm Lake	E. L. Jones
Central College, Pella	Milton J. Hoffman
Coe College, Cedar Rapids	H. M. Gage
Columbia College, Dubuque	Thos. Conroy
Cornell College, Mt. Vernon	
Des Moines University, Des Moines	Chas. J. Robinson, <i>Act. Pres.</i>
Drake University, Des Moines	Daniel W. Morehouse
University of Dubuque, Dubuque	Cornelius M. Steffens
Grinnell College, Grinnell	J. H. T. Main

Iowa Wesleyan College, Mt. Pleasant	U. S. Smith
Luther College, Decorah	Oscar L. Olson
Morningside College, Sioux City	Frank E. Mossman
Mt. St. Joseph College, Dubuque	Sister M. Gervase
Parsons College, Fairfield	Howard McDonald
Penn College, Oskaloosa	Henry Edwin McGrew
Simpson College, Indianola	John L. Hillman
Upper Iowa University, Fayette	J. P. Van Horn
Western Union College, Le Mars	Charles A. Mock

## KANSAS

Baker University, Baldwin City	Wallace B. Fleming
Bethany College, Lindsborg	Ernest F. Pihlblad
College of Emporia, Emporia	Frederick W. Lewis
Friends University, Wichita	W. O. Mendenhall
Kansas Wesleyan University, Salina	L. B. Bowers
McPherson College, McPherson	D. Webster Kurtz
Ottawa University, Ottawa	Erdmann Smith
St. Mary's College, St. Mary's	B. J. Rodman
Southwestern College, Winfield	Albert E. Kirk
Sterling College, Sterling	R. T. Campbell
Washburn College, Topeka	P. P. Womer
University of Wichita, Wichita	John D. Finlayson

## KENTUCKY

Asbury College, Wilmore	L. R. Akers
Berea College, Berea	W. J. Hutchins
Centre College, Danville	
Georgetown College, Georgetown	M. B. Adams
University of Kentucky,* Lexington	P. P. Boyd, <i>Dean</i>
University of Louisville,* Louisville	A. N. Ford
Transylvania College, Lexington	A. D. Harmon

## LOUISIANA

Centenary College of Louisiana	George S. Sexton
Louisiana College, Pineville	C. Cottingham
Southwestern Louisiana Institute, Lafayette	Edwin L. Stephens

## MAINE

Bates College, Lewiston	Clifton D. Gray
Bowdoin College, Brunswick	Kenneth C. M. Sills
Colby College, Waterville	Arthur J. Roberts
St. Joseph's College, Portland	Sister Mary Xavexia, <i>Dean</i>

## MARYLAND

Goucher College, Baltimore	William W. Guth
Hood College, Frederick	Joseph H. Apple
University of Maryland, College Park	A. F. Woods
Morgan College, Baltimore	J. O. Spencer
College of Notre Dame of Maryland, Baltimore	Sister M. Philemon
St. John's College, Annapolis	Enoch B. Garey
Washington College, Chestertown	Paul E. Titsworth
Western Maryland College, Westminster	A. N. Ward

## MASSACHUSETTS

Amherst College, Amherst	George D. Olds
Boston College, Boston	James H. Dolan
Boston University,* Boston	Daniel L. Marsh
Clark College, Worcester	Wallace W. Atwood
Holy Cross College, Worcester	Joseph N. Dinand
International Y. M. C. A. College, Springfield	L. L. Doggett
Mount Holyoke College, South Hadley	Mary Emma Woolley
Simmons College, Boston	Henry Lefavour
Smith College, Northampton	W. A. Neilson
Tufts College, Tufts College	John A. Cousens
Wellesley College, Wellesley	Ellen F. Pendleton
Wheaton College, Norton	J. Edward Park
Williams College, Williamstown	Harry A. Garfield
Worcester Polytechnic Institute, Worcester	Ralph Earle

## MICHIGAN

Adrian College, Adrian	Harlan L. Feeman
Albion College, Albion	John L. Seaton
Alma College, Alma	Harry Means Crooks
Hillsdale College, Hillsdale	Wm. Gear Spencer
Hope College, Holland	Edward D. Dimnent
Kalamazoo College, Kalamazoo	Allan Hoben
Marygrove College, Monroe	Mother M. Demitilla
Michigan State College of Agriculture and Applied Science, East Lansing	Kenyon L. Butterfield
University of Michigan,* Ann Arbor	John R. Effinger, Dean

## MINNESOTA

Carleton College, Northfield	D. J. Cowling
Concordia College, Moorhead	J. A. Aasgaard
Hamline University, St. Paul	S. F. Kerfoot
Macalester College, St. Paul	John C. Acheson

College of St. Catherine, St. Paul	Sister Antonia
St. Olaf College, Northfield	L. W. Boe
College of St. Teresa, Winona	Mother M. L. Tracy
College of St. Thomas, St. Paul	Thomas E. Cullen

## MISSISSIPPI

Millsaps College, Jackson	D. M. Key
Mississippi College, Clinton	J. W. Provine
Mississippi College for Women, Hattiesburg	J. L. Johnson
Mississippi State College for Women, Columbus	J. C. Fant
University of Mississippi,* University	Alfred W. Milden, <i>Dean</i>

## MISSOURI

Central College, Fayette	W. M. McMurry
Central Wesleyan College, Warrenton	Ira N. Chiles, <i>Act. Pres.</i>
Culver-Stockton College, Canton	John Hepler Wood
Drury College, Springfield	T. W. Nadal
Lindenwood College, St. Charles	John L. Roemer
University of Missouri,* Columbia	Stratton D. Brooks
Missouri Valley College, Marshall	W. H. Black
Missouri Wesleyan College, Cameron	E. F. Buck
Park College, Parkville	F. W. Hawley
St. Louis University,* St. Louis	S. H. Horine, <i>Dean</i>
Tarkio College, Tarkio	J. A. Thompson
Washington University,* St. Louis	Herbert S. Hadley, <i>Chan.</i>
Webster College, Webster Groves	M. Louise, <i>Dean</i>
Westminster College, Fulton	
William Jewell College, Liberty	H. C. Wayman
William Woods College, Fulton	E. R. Cockrell

## MONTANA

Intermountain Union College, Helena	E. J. Klemme
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## NEBRASKA

Cotner College, Bethany	James B. Weldon
Creighton University, Omaha	Wm. J. Grace
Doane College, Crete	E. B. Dean
Grand Island College, Grand Island	J. M. Wells
Hastings College, Hastings	Calvin H. French
Midland College, Fremont	J. F. Krueger
Nebraska Wesleyan Univ., University Place	I. B. Schreckengast
York College, York	E. W. Emery





Elon College, Elon College	W. A. Harper
Guilford College, Guilford College	Raymond Binford
Meredith College, Raleigh	C. E. Brewer
North Carolina College for Women, Greensboro	J. I. Foust
Salem College, Winston-Salem	H. E. Rondthaler
Wake Forest College, Wake Forest	William L. Poteat

## NORTH DAKOTA

Jamestown College, Jamestown	B. H. Kroeze
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## OHIO

Municipal University of Akron,* Akron	George F. Zook
Antioch College, Yellow Springs	Arthur E. Morgan
Baldwin-Wallace College, Berea	A. B. Storms
Bluffton College, Bluffton	S. K. Mosiman
Capital University, Columbus	Otto Mees
University of Cincinnati,* Cincinnati	F. W. Chandler, <i>Dean</i>
University of Dayton, Dayton	Bernard P. O'Reilly
Defiance College, Defiance	Albert G. Caris
Denison University, Granville	Bunyan Spence, <i>Act. Pres.</i>
Heidelberg College, Tiffin	Charles E. Miller
Hiram College, Hiram	M. L. Bates
John Carroll University, Cleveland	M. J. Boylan
Kenyon College, Gambier	Wm. Foster Pierce
Lake Erie College, Painesville	Vivian B. Small
Marietta College, Marietta	Edward S. Parsons
Miami University,* Oxford	Raymond M. Hughes
Mount Union College, Alliance	W. H. McMaster
Muskingum College, New Concord	J. Knox Montgomery
Oberlin College, Oberlin	Henry C. King
Ohio Northern University, Ada	A. E. Smith
Ohio University,* Athens	E. B. Bryan
Ohio Wesleyan University, Delaware	J. W. Hoffman
Otterbein University, Westerville	W. G. Clippinger
Rio Grande College, Rio Grande	H. T. Houf
St. John's College, Toledo	William H. Fitzgerald
St. Xavier College, Cincinnati	Daniel M. O'Connell, <i>Dean</i>
Toledo University,* Toledo	E. A. Smith
Western College for Women, Oxford	W. W. Boyd
Western Reserve University,* Adelbert College, Cleveland,	W. G. Leutner, <i>Dean</i>
Wilberforce University, Wilberforce	Gilbert H. Jones
Wilmington College, Wilmington	J. Edwin Jay
Wittenberg College, Springfield	Rees E. Tulloss
College of Wooster, Wooster	C. F. Wishart

## OKLAHOMA

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Oklahoma Baptist University, Shawnee	W. W. Phelan
Oklahoma City University, Oklahoma City	Eugene M. Antrim
Oklahoma College for Women, Chickasha	Howard Taylor, <i>Dean</i>
Phillips University, East Enid	I. N. McCash
University of Tulsa, Tulsa	F. O. Dill, <i>Dean and Acting President</i>

## OREGON

Linfield College, McMinnville	L. W. Riley
Reed College, Portland	N. W. Coleman

## PENNSYLVANIA

Albright College, Myerstown	Clellan A. Bowman
Allegheny College, Meadville	James A. Beebe
Bryn Mawr College, Bryn Mawr	Marion Edwards Park
Bucknell University, Lewisburg	E. W. Hunt
Carnegie Institute of Technology, Pittsburgh	Thomas S. Baker
Dickinson College, Carlisle	James H. Morgan
Drexel Institute, Philadelphia	Kenneth G. Matheson
Franklin and Marshall College, Lancaster	Henry Harbaugh Apple
Geneva College, Beaver Falls	McLeod M. Pearce
Gettysburg College, Gettysburg	Henry W. A. Hanson
Grove City College, Grove City	Weir C. Ketler
Haverford College, Haverford	W. W. Comfort
Juniata College, Huntingdon	M. G. Brumbaugh
Lafayette College, Easton	Donald B. Prentice, <i>Act. Pres.</i>
Lebanon Valley College, Annville	G. D. Gossard
Lehigh University, Bethlehem	Charles Russ Richards
Lincoln University, Lincoln University	W. L. Wright, <i>Act. Pres.</i>
Marywood College, Scranton	Mother M. Casimir
Muhlenberg College, Allentown	John A. W. Haas
Pennsylvania College for Women, Pittsburgh	Cora H. Coolidge
University of Pennsylvania, Philadelphia	Josiah H. Penniman
University of Pittsburgh,* Pittsburgh	John G. Bowman
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St. Joseph's College, Philadelphia	A. G. Brown
St. Thomas College, Scranton	G. Lewis
Seton Hill College, Greensburg	Mother Rose G. Rogers
Swarthmore College, Swarthmore	Frank Aydelotte
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Thiel College, Greenville	E. Clyde Xanders
Ursinus College, Collegeville	George L. Omwake

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Washington and Jefferson College, Washington	S. S. Baker
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## RHODE ISLAND

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Providence College, Providence	D. M. Galliher, <i>Dean</i>

## SOUTH CAROLINA

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Coker College, Hartsville	Carlyle Campbell
Converse College, Spartanburg	R. P. Pell
Furman University, Greenville	W. J. McGlothlin
Presbyterian College of South Carolina, Clinton	D. M. Douglas
Winthrop College, Rock Hill	D. B. Johnson
Wofford College, Spartanburg	Henry N. Snyder

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Huron College, Huron	George S. McCune
Yankton College, Yankton	George W. Nash

## TENNESSEE

University of Chattanooga, Chattanooga	Arlo Ayres Brown
Fisk University, Nashville	F. A. McKenzie
Lincoln Memorial University, Harrogate	R. O. Matthews
Maryville College, Maryville	Samuel Tyndale Wilson
University of the South, Sewanee	B. F. Finney
Southwestern University, Memphis	C. E. Diehl
Tusculum College, Greeneville	Charles O. Gray
Vanderbilt University,* Nashville	J. H. Kirkland

## TEXAS

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Baylor University, Waco	Samuel P. Brooks
College of Industrial Arts, Denton	Lindsay Blayney
Howard Payne College, Brownwood	Edward Godbold
Incarate Word College, San Antonio	M. Columkille
Our Lady of the Lake College, San Antonio	H. A. Constantineau
Rice Institute, Houston	E. O. Lovett
Southern Methodist University, Dallas	Charles C. Selecman
Southwestern University, Georgetown	J. S. Barcus

Texas Christian University, Ft. Worth..... E. M. Waits  
 Trinity University, Waxahachie..... J. H. Burma

## UTAH

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 University of Utah,\* Salt Lake City..... George Thomas

## VERMONT

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## VIRGINIA

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 Emory and Henry College, Emory..... J. N. Hillman  
 Lynchburg College, Lynchburg..... J. T. T. Hundley  
 Randolph-Macon College, Ashland..... R. E. Blackwell  
 Randolph-Macon Woman's College, Lynchburg,

Dice Robins Anderson

Roanoke College, Salem..... C. J. Smith  
 Sweet Briar College, Sweet Briar..... Meta Glass  
 University of Richmond, Richmond..... F. W. Boatwright  
 Virginia Polytechnic Institute, Blacksburg..... Julian A. Burruss  
 Washington and Lee University, Lexington..... H. L. Smith  
 College of William and Mary, Williamsburg..... J. A. C. Chandler

## WASHINGTON

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 Whitman College, Walla Walla..... S. B. L. Penrose

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 Davis and Elkins College, Elkins..... James E. Allen  
 West Virginia University,\* Morgantown..... Frank B. Trotter  
 West Virginia Wesleyan College, Buckhannon..... Homer E. Wark

## WISCONSIN

Beloit College, Beloit..... Irving Maurer  
 Carroll College, Waukesha..... Wm. Arthur Ganfield  
 Lawrence College, Appleton..... Henry M. Wriston  
 Marquette University, Milwaukee..... Albert C. Fox  
 Milton College, Milton..... Alfred E. Whitford  
 Milwaukee-Downer College, Milwaukee..... Lucia R. Briggs  
 Northland College, Ashland..... J. D. Brownell  
 Ripon College, Ripon..... Silas Evans  
 St. Mary's College, Prairie du Chien..... Mother M. Angela

## FOREIGN

Ginling College, Nanking, China..... Mrs. Lawrence Thurston



## CONVENTIONS ON ACADEMIC FREEDOM

### ACADEMIC FREEDOM

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside of his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

### ACADEMIC TENURE

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment, should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a

faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

### SUMMER SCHOOLS IN FOREIGN COUNTRIES, 1927

OXFORD: July 29-August 20. Subject: Shakespeare and the England of his time.

FRANCE: July 1-October 30. Courses in language and literature at various universities.

BERLIN: July 14-August 24. Subjects: German language and literature, German political and social history, German art and German civilization, political economy and sociology. Special classes in other subjects will be formed for groups of ten students registered before June 1.

HEIDELBERG: June 27-August 6. Two sections of three weeks each. Subjects: German literature, folk-lore, music, art, pedagogy, history, and economics.

VIENNA: July 18-August 27. Subjects: German language and literature, social and economic problems, art. Education courses for teachers.

MADRID: July 11-August 6. Subjects: Spanish language and literature, history and art.

PORTO RICO: July 5-August 17. Subjects: Courses for Spanish-speaking graduate students. Courses in Spanish for English-speaking students.

Anyone wishing to attend one of the summer sessions should write for further information to the Institute of International Education, 2 West 45th Street, New York, N. Y.

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